

Prospectus

Master Philosophy, Politics and Economics

2019-2020

Faculty of Philosophy
Oude Boteringestraat 52
9712 GL Groningen
phone +31 (0)50 363 6161
fax +31 (0)50 363 6160
www.rug.nl/filosofie/

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.

Master Philosophy, Politics and Economics

2019-2020

Coverfoto: Michael Jacobs, photographed by Sylvia Germes

1 Practical information

All practical information on the academic year, course enrolment, schedules, tuition fees, housing etc. is available (Dutch only) in the Studiegids Faculteit Wijsbegeerte 2019-2020 and on the Student Portal at <https://student.portal.rug.nl/infonet/studenten/>. For international students there's the Handbook for international students which will be handed out and is available on the Student Portal.

The Teaching and Examination Regulations (TER) and other information for students can be found on the Study Info tab in the Student Portal under Advice, Rules and Regulations.

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 and the two PPE Policy Seminars. Four 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) and the study advisor (Janine Weeting). These can be courses on philosophy, political theory or economics or other courses relevant to PPE. For some courses outside the Faculty of Philosophy department there can be specific entry requirements. Please check before enrolling if you meet these requirements.

Overview core courses and electives

Detailed information on the courses can be found 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>			
1-2 or	Research Seminars International Relations (you can choose from around 20 different seminars offered by the International Relations Master's programme)	IR	37

3-4			
1	Marx and Contemporary Political Philosophy	PH	27
1	Hannah Arendt	PH	45
1	Towards a Just Society	PH	43
1	Business Ethics	EC	8
1	Emerging Markets	EC	20
1	Environmental Psychology	PS	21
1	Economic Development	EC	17
1	Religion, Conflict and Globalization	TH	36
1	International banking and finance	EC	25
1	Theories of networks and sustainable cooperation	SOC	42
1	Design of Multi Agent Systems	KI	16
1	Place, Regions and Identities	SS	32
2	Racism, Colonialism, and the History of Philosophy	PH	34
2	Modernity as Dominance: Adorno and Foucault	PH	28
2	The Evolution of Social Behavior	PH	41
2	Religion & the Politics of Human Rights	TH	35
2	Economic Growth in History	EC	19
2	Responsible Finance and Investing	EC	38
2	Cognitive Psychology, theories and applications	PS	10
2	Trade, Environment and Growth	EC	44
2	Global Finance and Growth	EC	22
2	Money, Finance and the Economy	EC	30
2	Power and Leadership	PS	33
2	Cultural Psychology	PS	15
3	Argument and compromise	PH	7
3	Consequentialism	PH	12
3	Knowledge in Markets	PH	26
3	Social Phenomenology	PH	40
3	Country Studies	EC	14
3	City Matters: urban inequality and social justice	SC	9
3	Comparative Corporate Governance	SS	11
3	Revitalizing Neighbourhoods	SS	39
3	Economic Geography	EC	18
3	Monetary Policy and Financial Regulation	EC	29
3	Contemporary Population Issues	SS	13
3	Philosophy of climate change	PH	31
4	Hume's moral Philosophy	PH	23
4	Inclusive Finance	EC	24

Electives are offered by: the PPE programme, the master programs of Philosophy (PH), of Economics and Business (EC), of Psychology (PS), Sociology (SOC), Spatial Sciences (SS), Theology and Religious Studies (TH) 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 the 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'.

Please register for the course well before the start of the course. If you want to register for a course in the first quarter and you are not yet able to do so, please contact the study advisor, Janine Weeting at Fil-study-Advisor@rug.nl.

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 in the Philosophy Faculty or a lecturer from one of the participating faculties (Philosophy, Business and Economics, Behavioral Sciences, etc.). In case you chooses a non-PPE first supervisor outside the Philosophy Faculty, they should contact the programme coordinator (Andreas Schmidt) before starting the thesis. The student, in consultation with 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. The strict deadline for submitting the thesis is at the end of the fourth quarter. Students are advised to start early in thinking about a thesis topic and approaching supervisors, particularly if they would like to work with a supervisor from a faculty other than Philosophy.

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 political institutions such as the state, citizenship and elections and by economic institutions including property, money and the market. This course 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.
coördinator	prof. dr. F.A. Hindriks
lecturer	prof. dr. F.A. Hindriks
programme	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	oral exam, essay
	Essays and feedback / oral examination

3. HISTORY OF PHILOSOPHY, POLITICS, AND ECONOMICS

code	FI174PPEH
objectives	<p>Upon completion of the course the student have:</p> <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	<p>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,</p>

	uncertainty and private property, the state and democracy.
coördinator	prof. dr. L.W. Nauta
lecturer	prof. dr. L.W. Nauta
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. PPE 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 aim of this module is give students the opportunity to apply PPE methods and theories to concrete policy issues, deepening 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 analyze 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, fairness, productivity, collective action, etc. Theoretically, we focus on the role of beliefs and other cognitive attitudes of citizens, consumers, organizations, etc. This may include research in economics on ‘motivated belief’, testimonial injustice, epistemic virtues, etc. Applications will partly be decided on the basis of events that make headlines during the course of the module.
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. PPE 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.

coördinator dr. A.T. Schmidt

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	<p>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.</p> <p>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.</p>
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester II b
credits	15 EC
language	English

Electives

7. ARGUMENT AND COMPROMISE

code FI184JL

objectives Upon completion of the course, the student:

- Has understanding of the role of argument and criticism in a number of conversational settings: inquiry, deliberation, persuasion dialogue, polemics, information seeking dialogue and negotiation.
- Has understanding of the role of argument and criticism before, during and after a negotiation dialogue.
- Can contribute to the development of designs for argumentative exchanges.
- Can show how to develop an argumentation theory by means of a dialectical (dialogical) analysis of a key concept, such as: fallacy charge, tabling an offer, disagreement, disambiguation, integrity, one-sidedness, ...
- Can write an essay in which he/she reports about the dialectical (dialogical) analysis of a (self-selected) key concept.

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 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 interaction between argument and pressure; (7) The design of argumentation. 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?

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 II 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.

8. BUSINESS ETHICS

code	EBM043A05
objectives	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> 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	<p>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</p>

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	J.A.M. de Grefte, dr. R.O.S. Zaal
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)), MSc BA - Change Management (electives MSc BA Change Management), MSc BA - Health (electives B MSc BA Health), MSc BA - Management Accounting and Control/MAC (electives MSc BA MAC), MSc BA - Small Business & Entrepreneurship/SB&E (electives MSc BA SB&E), MSc BA - Strategic Innovation Management/SIM (electives MSc BA-SIM), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), 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 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	lecture, tutorial
assessment	;group assignment , ;group oral presentation , ;individual assignment
remarks	Secretary: Grietje Pol, phone: +31 (0)50 363 3685, e-mail: g.pol@rug.nl, room: 5411.0836

9. CITY MATTERS: URBAN INEQUALITY AND SOCIAL JUSTICE

code	GEMCITMAT
objectives	<ol style="list-style-type: none">1. Understand the changing socio-economic and institutional (welfare state) context of social problems in urban areas.2. Explain how different configurations of the political-economy on various scales (e.g. nation states and urban regions) result in

different levels of social protection.

3. Describe various concepts that capture urban social problems such as poverty, urban marginality, segregation, territorial stigmatization and social exclusion, and their intellectual roots.

4. Recognize different ethical positions in various theories of spatial justice.

5. Apply different perspectives on spatial justice to historic and contemporary urban developments.

6. Discuss the role of planners and spatial interventions in reinforcing or mitigating socio-spatial inequality and urban marginality on the basis of critical urban theory and real-life cases.

7. Write, present and debate about social problems in urban areas and social justice in an academic fashion.

contents

City Matters: Social Justice and Urban Inequality confronts you with the moral dimension of spatial planning. Too often, planners seek the most effective and efficient planning strategy to reach a pre-defined desired future, without questioning who has the power to define what is desired, and for whom this is desirable.

The urgent societal issues of our times urge urban planners to rethink the foundational principles of planning. We witness the beginning of the urban era, now a majority of the world population lives in cities. The rise of (mega) cities is celebrated as their emergence increases production and economic growth. However, due to the liberalization of the world economy and the restructuring of (European) welfare states, the economic situation of large social groups in the global North and the global South has become precarious. As a result, European cities are in constant transformation. Cities that are well connected in the (world) city network become increasingly unaffordable places to live in for those with moderate incomes. On different spatial scales, we observe an increase of socio-spatial polarization. As socio-economic and ethnic segregation is on the rise, fears for the emergence of a social group that is excluded from mainstream society, economy and civic life, are growing. Altogether, these developments confront the planner with issues of justice. This course enables you to build your own framework to develop 'just' planning interventions.

In City Matters: Social Justice and Urban Inequality, four main questions will be discussed:

1. How much (in)equality is fair? In the course, the most important theoretical views on justice (utilitarianism,

egalitarianism, sufficientarianism, prioritarianism) are discussed. Furthermore, we discuss the arguments why a given level of inequality is fair according to these theories.

2. Which inequalities are relevant for planners? Is the spatial concentration of poverty under all conditions a planning issue? This question (re)defines the scope for spatial interventions. To answer this question, several theories of spatial justice (David Harvey, Henry Lefebvre, Edward Soja and Peter Marcuse) are discussed.

3. Which mechanisms have generated the contemporary societal problems, such as segregation, urban marginality, and transport poverty? How are planners involved in generating inequalities? We review these mechanisms through the lens of critical urban theory, not considering them as 'blind' or 'neutral' processes, but as expressions of a power imbalances between interest groups with different ideologies and agendas.

4. How can urban planners contribute to more 'just' cities? Challenges that planners and politicians face while trying to create affordable housing and inclusive communities will be discussed. Furthermore, we take a look at successful practices of 'commoning', whereby people take control of their own community and resources.

This course consists of eight lectures, seven seminars and an excursion to Belgrade (Serbia) where we visit an urban (re)development project that can be contested and supported from different perspectives on spatial justice.

coördinator	dr. B.J. Wind
lecturer	dr. B.J. Wind
programme	MSc Cultural Geography (Optional courses Cultural Geography), MSc Economic Geography (Optional courses Economic Geography), MSc Environmental and Infrastructure Planning (Optional courses EIP), MSc Philosophy, Politics and Economics, MSc Population Studies (Optional courses Pop Studies), MSc Real Estate Studies (Optional courses Real Estate Studies), MSc Socio-spatial Planning (Basic programme Socio-spatial Planning), MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial Sciences)
phase	master
period	semester II a
credits	5 EC
literature	· <i>Articles.</i>
language	English
format	Excursions, Guest lectures, Lectures, Seminars

assessment Examination with open questions, Group assignments, Oral presentation

remarks The maximum number of students is 35. The course is open for Master students from Spatial Sciences and related disciplines. Priority will be given to students from the Master program of Socio-Spatial Planning.

10. COGNITIVE PSYCHOLOGY, THEORY AND APPLICATIONS

code PSMCB-2

objectives Upon successful completion of this module, the students will

- have an overview of recent developments in cognitive psychology and neuroscience,
- understand how fundamental research can be applied to practical problems.

contents In this course, recent developments in cognitive psychology and neuroscience will be discussed on the basis of contemporary and applied topics in science and society (including topics related to healthy ageing, cognitive enhancement, or consumer research). Every week, one particular topic within the context of applied cognitive research will be discussed. Students will have prepared the topic the week before. The course assignment consists of writing a proposal for an innovative applied project (similar to an NWO Take-off proposal).

coördinator dr. K.S. Pilz

lecturer dr. K.S. Pilz

programme Ma psychology (EN) (Ma psychology (Cognitive Psychology and Psychophysiology)), MSc Human-Machine Communication (C - Elective Course Units), Msc Philosophy, Politics and Economics master

phase

period semester I b

credits 5 EC

literature · *Journal articles available on-line*

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.

11. COMPARATIVE CORPORATE GOVERNANCE

code EBM083A05

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

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
programme**

dr. K. van Veen

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)), MSc BA - Change Management (electives MSc BA Change Management), MSc BA - Management Accounting and Control/MAC (electives MSc BA MAC), MSc BA - Small Business & Entrepreneurship/SB&E (electives MSc BA SB&E), MSc BA - Strategic Innovation Management/SIM (electives MSc BA-SIM), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), 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 Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics

**phase
period**

master
semester II a

credits	5 EC
literature	· Various, <i>Academic articles</i>
language	English
format	combined lecture tutorial, lecture
assessment	;group assignment , ;group oral presentation , ;individual assignment , ;written exam (open and mc 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

12. 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 a
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

13. CONTEMPORARY POPULATION ISSUES

code	GEMPST23
objectives	After completing the course, students are able to <ol style="list-style-type: none"> 1. discuss global contemporary population issues in the light of important population conferences on population growth, climate change, and food security; 2. interpret population projections in relation to contemporary population issues; 3. critically reflect on the science-policy interface and its role in the development of population policies; 4. critically assess the relevance and implications of global contemporary population issues for a specific country; 5. debate contemporary population issues in plenary discussions; 6. create a policy brief to effectively and efficiently communicate research findings to policy makers and other stakeholders.
contents	Overpopulation. Already by the end of the 18th century, Thomas Robert Malthus warned the world that population growth would outstrip resources. In the 1970s, The Club of Rome provided this same message again in its famous essay 'The Limits to Growth'. Although technological innovations and improvements in education and health have challenged these doom scenarios, global population growth and related implications for development, such as climate change and food security, remain highly debated. This global concern is also reflected in the Sustainable Development Goals. But is it really population growth we should be concerned with? Or is it more a matter of population structure, resource distribution, consumption levels or population wellbeing? This course focuses on the issues of population growth, climate change, and food security. We will discuss various mechanisms

underlying these contemporary population issues from a macro-level perspective. Students will become aware of the science-policy interface as they discuss the issues from the perspectives of various stakeholders and develop a policy brief for a particular country. At the end of the course, the students will represent their country in a United Nations simulation game addressing this contemporary population issue.

The aim of the course is to develop students' understanding of global contemporary population issues, and how population policies are developed and implemented to address these issues. The course consists of lectures, group work and guest lectures given by experts working on population-related issues in academia, policy and practice.

Upon successful completion of the course, students will have an understanding of contemporary population issues (population growth, climate change and food security) as well as how these issues can be addressed in policies. They are also aware of forms of research communication that tend to be effective for knowledge exchange and evidence-based policy.

coördinator	B. de Haas PhD.
lecturers	prof. dr. ir. H.H. Haisma, B. de Haas PhD., prof. dr. L.J.G. van Wissen, Guest lecturers, dr. T.C. Vogt
programme	MSc Cultural Geography (Optional courses Cultural Geography), MSc Economic Geography (Optional courses Economic Geography), MSc Environmental and Infrastructure Planning (Optional courses EIP), Msc Philosophy, Politics and Economics, MSc Population Studies (Basic programme Pop Studies), MSc Real Estate Studies (Optional courses Real Estate Studies), MSc Socio-spatial Planning (Optional courses Socio-spatial Planning), MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial Sciences)
phase	master
period	semester II a
credits	5 EC
literature	· <i>Articles, see Nestor.</i>
language	English
format	Independent study, Lectures, Seminars, Guest lectures
assessment	Active participation, Group assignments, Individual assignments, Oral presentation +UN simulation game
remarks	Maximum number of students is 40.

14. COUNTRY STUDIES

code	EBM093A05
objectives	<p>Upon completion of the course the student is able to:</p> <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. Minasyan, dr. A.C. Steiner
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 ED&G - Georg-August University, Göttingen (2-year) (core programme DD MSc ED&G

	- GAU, Göttingen (2-year)), DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Newcastle)), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), 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 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	group supervision, individual supervision, lecture, practical Lectures, practicals, peer review, individual and group supervision
assessment	;group assignment , ;group oral presentation , ;individual assignment 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

15. 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 workfloor, 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). , *Understanding Social Psychology across Cultures. Engaging with others in a changing world.* London: Sage (ISBN: 9781446267110), ca. € 50.00

language

English

format

lecture

assessment essay, written exam (essay), written exam (multiple choice)

16. DESIGN OF MULTI-AGENT SYSTEMS

code KIM.DMAS04

objectives Acquiring knowledge and skills for the design of multi-agent systems

contents This course is about the design of multi-agent systems and its uses for modelling. Examples of the use of agent-based models in several fields (e.g., biology, anthropology, linguistics, law, economy) will be discussed. In comparison to the course "Multi-agent systems" the emphasis is more on implementation and simulation than on formal aspects.

coördinator B.R.M. Gatteringer PhD.

lecturer B.R.M. Gatteringer PhD.

programme Ma Philosophy, MSc Artificial Intelligence (A - General Mandatory Course Units), MSc Courses for Exchange Students: Artificial Intelligence & Computing Science, MSc Human-Machine Communication (C - Elective Course Units), Msc Philosophy, Politics and Economics

phase master

period semester I a

credits 5 EC

language English

format Practical work (PRC)

assessment Assignment (AST), Presentation (P), Written exam (WE)

17. ECONOMIC DEVELOPMENT

code EBM095B05

objectives Upon completion of the course the student:

1. Has advanced academic knowledge and understanding of frameworks for analyzing economic growth and development.
2. 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	dr. G.J. de Vries
lecturers	dr. G.J. de Vries, prof. dr. R.C. Inklaar
programme	DD MSc ED&G - Georg-August University, Göttingen (2-year) (core programme DD MSc ED&G - GAU, Göttingen (2-year)), DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), Is given several times a year, Is given several times a year, MSc Economic Development & Globalization / ED&G (core programme MSc ED&G), 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 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	lecture, tutorial
assessment	;written exam (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, 5411.0538 Coordinator: g.j.de.vries@rug.nl

18. 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	prof. dr. S. Brakman, prof. dr. J.H. Garretsen, Guest Lecturer(s)
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 ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), 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 Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	· Various, <i>In addition, recent state-of the-art articles will be</i>

selected (these will change on a year-to-year basis)

- Brakman, S., J.H. Garretsen, C. van Marrewijk, *The new introduction to geographical economics*, CUP

language	English
format	combined lecture tutorial, computer practical, lecture 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	;individual assignment , ;written exam (open questions)
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538

19. ECONOMIC GROWTH IN HISTORY

code	EBM101A05
objectives	Upon completion of the course the student is able to: 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, prof. dr. H.J. de Jong
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), 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 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 lecture tutorial, individual supervision
assessment	;group assignment , ;individual assignment , ;individual oral presentation Group assignment is a term paper in couples
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, <i>Introduction to Economic Growth</i> , London, 2002; K.G. Persson, <i>An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present</i> , Cambridge, 2010).
remarks	Info: Dr Jutta Bolt, e-mail j.bolt@rug.nl Secretariat room 5411.0734, phone +31 (0)50 363 7018

20. 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, originally developed and applied in the context of developed economies.

coördinator

dr. S.R. Gubbi

lecturers

L. Ge, dr. S.R. Gubbi

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)), MSc BA - Change Management (electives MSc BA Change Management), MSc BA - Management Accounting and Control/MAC (electives MSc BA MAC), MSc BA - Small Business & Entrepreneurship/SB&E (electives MSc BA SB&E), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), 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 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
assessment	<p>;group assignment , ;individual assignment , ;written exam (open and mc questions)</p> <p>For regular students, it is important to participate in all the classroom related activities and assignments.</p>
prerequisites	<p>> Student is physically available at all times during the conduct of the course until the course grades are announced.</p> <p>> Student is able to work in a multi-cultural, multi-racial, gender-neutral group that is randomly organized.</p> <p>> Student has prior knowledge and understanding of international business and multinational working environment.</p> <p>> Student is able to read, comprehend and analyze academic case studies and company annual reports.</p>
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0536

21. ENVIRONMENTAL PSYCHOLOGY

code	PSMSB-2
objectives	<p>After attending this course, students will be able to:</p> <ul style="list-style-type: none"> - 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 climate change) 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 & Judith I.M. de Groot, *Environmental psychology: An introduction (2nd edition)* (ISBN: 9781119241089), ca. € 40.00

language English

format lecture

assessment written exam (essay) DIGITAL

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

22. GLOBAL FINANCE AND GROWTH

code EBM150A05

objectives	<p>Upon completion of the course the student is able to:</p> <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	<p>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.</p>
coördinator	prof. dr. D.J. Bezemer
lecturers	prof. dr. D.J. Bezemer, dr. A.C. Steiner
programme	<p>Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), Msc Philosophy, Politics and Economics</p>
phase	master
period	semester I b
credits	5 EC
language	English
format	lecture, tutorial
	<p>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.</p>
assessment	;computer test/weekly quiz, ;intermediate exam (open questions), ;written exam (open questions)

	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)
remarks	Secretary: gem.feb@rug.nl; 050 363 3458; 5411.0538

23. HUME'S MORAL PHILOSOPHY

code	FI194AC
objectives	<ul style="list-style-type: none"> · to critically engage with an early-modern text · to compare and evaluate different interpretations of Hume's ideas · to assess the importance of Hume's wider philosophical system for his moral theory · to apply knowledge of Hume's intellectual context to the interpretation of his arguments
contents	Hume dealt with some of the most fundamental and enduring questions in moral philosophy. What is the relationship between reason and morality? Are human beings egoistic? What is the origin of moral obligation? Is justice natural? His innovative treatment of these and other problems has meant that Hume's moral thought is often termed revolutionary. Through a close reading of his text – focusing on <i>A Treatise of Human Nature</i> , and including selections from <i>An Enquiry concerning the Principles of Morals</i> – along with some exploration of his intellectual context, we shall explore Hume's contribution to the history of moral philosophy. We shall also consider the relationship between Hume's theory of morality and other aspects of his philosophical system, such as his scepticism and his account of human psychology.
coördinator	dr. A.A.F. Chadwick
lecturers	dr. A.A.F. Chadwick, prof. dr. L.W. Nauta
programme	Ma Philosophy, Ma Philosophy and Society, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none"> · ed. David Fate Norton and Mary J. Norton, Oxford: Clarendon Press, 2011, volume 1 (Text, <i>David Hume, A Treatise of Human Nature</i> - many editions, also available free on the internet; the standard edition which we will use is: <i>David Hume, A Treatise of Human Nature</i> (ISBN: 9780199596331),

€ 32.00

- *Selections from An Enquiry concerning the Principles of Morals (distributed in advance)*
- *Several articles to be distributed in advance*

language	English
format	discussion group, lecture Lecture and seminar
assessment	essay Paper

24. 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 Guest Lecturer(s), prof. dr. B.W. Lensink, dr. A.M. Mueller

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 ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from FEB), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), 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 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"> · Armendáriz, Beatriz, Jonathan Morduch, <i>The Economics of Microfinance</i>, 2nd edition, MIT Press Ltd, 2010 (ISBN: 9780262513982), ca. € 33.00 · Various, <i>List of academic papers</i>
language	English
format	guest lecture, lecture, tutorial and guest lectures
assessment	;group oral presentation , ;written exam (open and mc 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 (EBM207A05).</p> <p>Secretary: Grietje Pol, phone +31 (0)50 3633685, e-mail: g.pol@rug.nl, room 5411.0836</p>

25. INTERNATIONAL BANKING AND FINANCE

code	EBM096A05
objectives	<p>Upon completion of the course the student:</p> <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), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), 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 Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
language	English
format	lecture, tutorial
assessment	independent study, online learning, classroom lectures, tutorials ;computer test/weekly quiz, ;individual assignment assignments / quizzes
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

26. KNOWLEDGE IN MARKETS, KNOWLEDGE IN DEMOCRACY?

code	FI194LH
objectives	The aim of this course is to familiarize students with debates about the nature of knowledge, epistemic properties of markets, and epistemic arguments for and against democracy. At the end of the course, students should know about central conceptual debates around notions such as "knowledge" and "truth". They

should be able to critically discuss claims about the knowledge-generating features of markets, and they should understand core epistemic features of democratic decision-making. They should also be able to apply the arguments discussed in the course to concrete political topics.

contents	We live in societies marked by the interplay of capitalist markets and democratic political structures. Both markets and democracies are mechanisms of social coordination in which the aggregation of knowledge plays an important role. But what is knowledge in the first place? Does it make sense to refer to notions of “truth” or “facts” in political contexts? And how does the use of knowledge work in different social spheres? While markets aggregate certain forms of knowledge through the price mechanism, democracies attempt to do so through deliberation and voting. What are the strengths and weaknesses of these mechanisms, and how well do they work for different forms of knowledge? What difference does it make that we live in a “digital age”? And last but not least: how do the ways in which societies deal with knowledge influence the delicate interplay between capitalism and democracy?
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· <i>A reading list will be provided before the seminar</i>
language	English
assessment	essay Essay: Students are examined based on one paper they write at the end of the course
prerequisites	Basic knowledge of ethics and of economic theories of markets will be helpful for participating in the course.

27. MARX AND CONTEMPORARY POLITICAL PHILOSOPHY

code	FI194TS
objectives	Topic specific objectives: <ul style="list-style-type: none"> · to acquire knowledge about main themes in contemporary political philosophy that relate to Marx’s thought, such as exploitation, materialist theories of politics, and the critique of morality, · to acquire knowledge about the significance of Marx’s and Marxist thought for contemporary political questions,

- to acquire knowledge about significant contributions of Marx and post-Marxist political philosophy,
- to relate arguments in political philosophy from different traditions to each other.
- 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 The work of Marx offers a perspective on questions of justice and politics that is distinctive from most contemporary mainstream political theory. Rather than focussing merely on the distributive effects of economic activities, Marx has famously raised the question of how to think of the way in which societies organize their reproduction as a system with a structure — in particular, focusing on capitalism as a structure of social domination. In this course — which does not presuppose any detailed knowledge of Marx — we will examine the central elements of Marx’s theory as laid out in his main works, such as the German Ideology and Capital, as well as consider the relationship between Marxism and contemporary egalitarian liberalism, especially as relating to topics such as exploitation, ideology and the critique of morality. We will also consider the work of significant post-Marxist political theorists on the nature of the state and politics, and finally consider the question of whether Marxian thought offers any conception of politics that is a serious competitor in contemporary political philosophy. As most students will not have much previous knowledge of Marx, there is an expectation towards students in this course to do a substantial amount of reading before the individual sessions.

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, Msc Philosophy, Politics and Economics, Researchmaster Philosophy master

phase
period semester I a

credits 5 EC

literature · *A list with required literature will be distributed before the course*

	<i>starts.</i>
	· <i>Most texts are available online.</i>
language	English
format	seminar Seminar
assessment	essay, report/presentation presentation, essay
prerequisites	Social and Political Philosophy 1 and 2 or equivalent knowledge

28. MODERNITY AS DOMINANCE: ADORNO AND FOUCAULT

code	FI164MD
objectives	<ul style="list-style-type: none"> · Acquiring insight into the distinct conceptual characteristics of Frankfurt School Critical Theory and the Foucauldian poststructuralist critique of modernity. · Getting acquainted with different views of the relation between these different types of critique. · Ability to discuss these bodies of theory in written and oral forms.
contents	<p>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 optimist angles to modernity. Adorno’s central concept was ‘instrumental reason’, Foucault employed concepts such as ‘discipline’ 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> <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 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 I b
credits	5 EC

literature	· <i>A digital reader; a printed version will be made available</i>
language	English
format	discussion group Discussion group; reports and presentations of readings
assessment	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. Your obligations further include a number of written preparations; 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.

29. MONETARY POLICY AND FINANCIAL REGULATION

code	EBM107A05
objectives	Upon completion of the course the student is able to: <ol style="list-style-type: none"> 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 policy implications from the recent financial crisis,

	particularly for banks' solvency (Basel II, Basel III) and liquidity risk management. Discuss European Banking Union.
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	prof. dr. J.M. Berk, S. Pool MSc.
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), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), 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 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>Articles that will be announced on Nestor</i> · Vives, X, <i>Competition and stability in banking</i> 2016, Princeton University Press, Princeton, chapters 2, 3 (exl 3.5), 4.1, 5, 7, 8 (160 pages) (ISBN: 9780691171791), € 30.00 · De Grauwe, P., <i>The Economics of Monetary Union</i>, 2018, Oxford University Press, Oxford, 12th edition (ISBN: 9780198805229)
language	English
format	guest lecture, lecture
assessment	;written exam (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

30. 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 (Neoklassical, 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. D.J. Bezemer, prof. dr. L.H. Hoogduin, prof. dr. E. Sterken
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), MSc Economics (electives A MSc Economics), MSc Finance (electives B MSc Finance), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
language	English
format	combined lecture tutorial, guest lecture
assessment	;computer test/weekly quiz, ;individual assignment '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

31. PHILOSOPHY OF CLIMATE SCIENCE

code	FI184FM3
objectives	· To gain knowledge of philosophical issues related to climate science.

	<ul style="list-style-type: none"> · To gain an ability to apply arguments from philosophy of science and epistemology to concrete political debates.
contents	Climate science is an enormously complex, interdisciplinary subject, which has become highly politically charged. In the first half, we will discuss the ways in which climate science is supported by the evidence, the uncertainties involved and how this affects scientific policy-making on climate change. In the second half of the course, we turn to some of the moral issues raised by global warming, the impact of climate skepticism and personal responsibilities.
coördinator	dr. L. Henderson
lecturer	dr. L. Henderson
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Readings will be available at the library and on Nestor.</i>
language	English
assessment	essay Final essay

32. PLACE, REGIONS AND IDENTITIES

code	GEMPRI
objectives	<p>Upon completion of this course, the students should be able to</p> <ol style="list-style-type: none"> 1. Explain the main concepts and discussions on the changing role of culture in globalizing societies and illustrate these with practical examples. 2. Distinguish and discuss different research trends on this topic. 3. Synthesize between different research trends, concepts and discussions on the role of culture in globalizing societies across different scales. 4. Contextualize these conceptual discussions to concrete hypothetical and/or real-life situations.
contents	With increasingly globalizing societies, culture and identity processes have undergone remarkable changes. In the last couple of decades, regional specificities such as culture and identity have become important tools to (i) internally create social cohesion in an increasingly individualistic and networked society; (ii) lead to socio-economic development by attracting external investments and people in a globally competitive market place that, paradoxically, has been noted to homogenize culture and connect individual identities on a global level.

This course considers some of the key overarching concepts and ideas in cultural geography, especially as they pertain to this role of culture and identity in places and regions in a globalizing society. It is general in its focus (i.e. no specific location implied) but highlights concrete trends and processes likely to be active in specific places through both conceptual and empirical discussions.

coördinator	dr. H.J.W. Stoffelen
lecturer	dr. H.J.W. Stoffelen
programme	MSc Cultural Geography (Basic programme Cultural Geography), MSc Cultural Geography (Cultural Geography: Tourism Geography & Planning (track)), MSc Economic Geography (Optional courses Economic Geography), MSc Environmental and Infrastructure Planning (Optional courses EIP), MSc Philosophy, Politics and Economics, MSc Population Studies (Optional courses Pop Studies), MSc Real Estate Studies (Optional courses Real Estate Studies), MSc Socio-spatial Planning (Optional courses Socio-spatial Planning), MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial Sciences)
phase	master
period	semester I a
credits	5 EC
literature	· <i>Articles.</i>
language	English
format	Guest lectures, Lectures, Seminars
assessment	Active participation, Examination with open questions, Individual assignments
remarks	Maximum number of students is 35. The course will be given in Leeuwarden.

33. 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)

34. RACISM, COLONIALISM, AND THE HISTORY OF PHILOSOPHY

code	FI194LB
objectives	Upon successful completion of the course, participants should be able to: <ul style="list-style-type: none"> · Understand the role of racism in the development of the philosophical canon in Europe; · More competently engage with primary and secondary philosophical sources on racism, slavery, and colonialism; · Think critically about eurocentrism in the contemporary historiography of philosophy
contents	The question of race has played a crucial role in the history of philosophy. At the moment that colonialism was at its height, major modern philosophers such as Locke, Hume, and Kant developed theories about race and contributed to an emerging racist discourse. Their ideas are often appalling from a contemporary point of view. Kant, for example, wrote that 'humanity exists in its greatest perfection in the white race' and that 'the Negro can be disciplined and cultivated, but is never genuinely civilised'. He further wrote that 'Americans and Blacks cannot govern themselves. They thus serve only for slaves.' These ideas were not only used to legitimise colonialist practices but also played a formative role in the historiography of philosophy. Overviews of the history of philosophy that were

written before 1800 CE typically include Asian and African sources and often assume that philosophy originated outside Europe. In contrast, historiographers who followed Kant developed a completely Eurocentric canon of philosophy and actively wrote all Asian and African traditions out of its history. Most academic institutes of philosophy still adhere to this canon and 'non-Western' philosophy continues to be underrepresented in contemporary philosophical practice.

In this course, we will explore the way in which philosophers have written about race and colonialism, and the way in which their ideas shaped the historiography of philosophy. The course starts with a brief introduction into the history of racism and colonialism, and a philosophical analysis of the relevant concepts. After that, we will look at historical philosophical sources that deal with the question of race, slavery, colonialism, and anti-colonialism. Next, we will focus on racism in the historiography of philosophy and its impact on the canon of philosophy. In our final class, we will discuss post-colonial and decolonial perspectives on philosophy and its future.

programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	· Andrew Valls (ed.), <i>Race and Racism in Modern Philosophy</i> (ISBN: 9780801472749), ca. € 34.00
language	English
assessment	essay Essay
remarks	The course is primarily aimed at students with an interest in the history of philosophy. However, the course may also be of interest to students of other programmes, including history, development studies, and religious studies.

35. RELIGION AND THE POLITICS OF HUMAN RIGHTS: CRITICAL PERSPECTIVES

code	THM-RPHR5
objectives	Students will become familiar with historic and contemporary debates surrounding the interaction of 'religion' and 'rights', including theoretical questions concerning the grounding of human rights, the practical application of rights-based law, and the politics of efforts to enforce religious rights worldwide. They

will be exposed to material from a range of disciplines, academic stances, and geographic regions, and will learn to approach legal instruments as ethnographic data. They will critically engage with the 'real world' effects of rights-based activism, and will learn to reflect on the responsibilities and ethical challenges associated with research in this area, grappling with the implications - both positive and negative - of politically engaged scholarship.

More generally, students will improve their critical thinking and analytic reading skills; their written and oral communication skills, on which they will be assessed; their understanding of rights-based law; and their knowledge of the practical, theoretical, and ethical issues associated with the potentially incommensurate worlds of law and religion.

contents What does it mean to be 'human', and why might we possess, bear, or ascribe inalienable rights on the basis of this category? This course focuses on the intersection of law and religion through the lens of rights-based discourse. Beginning with theoretical questions concerning the grounds on which human rights are thought to rest, we will then explore the politics, both local and global, of attempts to bring about a rights-based world. We will consider, in particular, the right to freedom of religion, and the consequences of efforts to export 'universal' standards in a particularistic world. By examining the interaction of religion and rights, we will explore such themes as the relationship between religious norms and state and non-state law; challenges to the ostensibly 'secular' character of modern law; and the geopolitical consequences of interventionist approaches to ensuring religious liberty.

coördinator M.B. McIvor PhD.

lecturer M.B. McIvor PhD.

programme Exchange programme: mastermodules, Ma Programme Religion and Pluralism, Ancient and Modern (Modern), Ma Programme Religion, Conflict and Globalisation, Ma Programme Theology and Religious Studies (Research), Ma Programme Theology and Religious Studies (Research), Msc Philosophy, Politics and Economics

phase

period semester I b

credits 5 EC

literature · *Course syllabus and readings are available on Nestor*

language English

format lectures/seminar

assessment	paper, participation Participation: (including co-leading a seminar: 20% of the final grade) and a Paper (3000 words: 80% of the final grade)
remarks	Research master students, have a different course code:THRM-RPHR5. For these students there will be formulated an extra assignment.

36. RELIGION, CONFLICT AND GLOBALIZATION: A CRITICAL INTRODUCTION

code	THM-RCGI10
objectives	At the end of this course, students will be able to: <ul style="list-style-type: none"> · Describe and analyse, both orally and in writing, the intersections of religion, conflict and globalization in historical and contemporary contexts. · Outline dominant approaches to studying religion, conflict and globalization in academia, policy and practice, as well as dominant critiques of these approaches. · Understand the significance of 'culture', 'society', 'politics' and 'power', both conceptually and in practice, when studying religion, conflict and globalization.
contents	This course will introduce students to the dominant theoretical approaches applied to the study of religion, conflict and globalization in the degree program. It will outline mainstream approaches to defining these three core concepts, along with the key critiques of these mainstream approaches and their implications for scholarship, policy and practice. Students will be exposed to a variety of disciplinary approaches including anthropology, political sociology, political philosophy and International Relations. Additional core insights will be the significance of 'culture', 'society', 'politics' and 'power' both as contested concepts and as factors affecting relationships amongst religion, conflict and globalization. The course will equip students with the necessary foundational knowledge and critical analytical skills to be further developed and applied throughout the rest of the degree program and in the final thesis.
coördinator	dr. J. Tarusarira
lecturers	dr. P. Berger, prof. dr. M.W. Buitelaar, dr. K.E. Knibbe, dr. J. Tarusarira, dr. J. Martínez - Ariño
programme	Exchange programme: mastermodules, Ma Programme Religion, Conflict and Globalisation, Ma Programme Theology and Religious Studies (Research), Ma Programme Theology and Religious Studies (Research), Msc Philosophy, Politics and Economics

phase	
period	semester I a
credits	10 EC
literature	· <i>Compulsory literature will be distributed during the course</i>
language	English
format	lectures and seminars
assessment	opdrachten, final paper weekly assignments (50%) and final paper (50%)
remarks	Research master students, have a different course code:THRMRCGI10. For these students there will be formulated an extra assignment. For exact assessment components please consult the study guide.

37. RESEARCH SEMINARS INTERNATIONAL RELATIONS

code	FI19PPEIR
contents	<p>The master's programme of International Relations offers a number of Research Seminars that might be interesting for PPE students.</p> <p>Research Seminar: Dimensions of Citizenship Research Seminar: Multinational Corporations Research Seminar: Global Politics of Disease Research Seminar: IPE of Global Financial Markets Research Seminar: Political Economy of Migration Research Seminar: Maps and Power Research Seminar: Money, Trade and Crime Research Seminar: IPE in the 21st century Research Seminar: Integration Processes Research Seminar: Security Studies Research Seminar: The Politics of the Eurocrisis Research Seminar: Human Rights, Democracy, Peace Research Seminar: European Policy-making Research Seminar: Ethics and Global Political Economy Research Seminar: European Security Discourses Research Seminar: Conflict, Security and Development Research Seminar: Environment, Geopolitics Human Research Seminar: Europe and China Research Seminar: The Rise of East Asia Research Seminar: History, Culture and Politics of East Asia</p> <p>Most of these research seminars are programmed in the first semester, some in the second.</p> <p>If you plan to take one of these seminars, please contact the study adviser at fil-study-advisor@rug.nl.</p>
programme	Msc Philosophy, Politics and Economics

phase	bachelor
period	whole year
credits	10 EC
language	English
format	seminar
assessment	report/presentation, written exam, written exam with essay questions, written assignment(s)

38. 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	<p>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.</p>
coördinator	prof. dr. L.J.R. Scholtens
lecturers	dr. A. Dalò, prof. dr. L.J.R. Scholtens
programme	<p>Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc ED&G - Georg-August University, Göttingen (2-year) (core programme DD MSc ED&G - GAU, Göttingen (2-year)), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for</p>

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)), MSc Economic Development & Globalization / ED&G (elective(s) MSc ED&G), 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 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	lecture, tutorial, guest lecture Combined lecture/tutorial and a guest lecture
assessment	;group assignment , ;written exam (open and mc questions) 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

39. REVITALIZING NEIGHBOURHOODS

code	GEMRN
objectives	Describe various perspectives on the ‘neighbourhood’ and reflect on the applicability and limitations of these perspectives/definitions. <ul style="list-style-type: none"> • Indicate which processes contribute to the rise and decline of neighbourhoods. • Independently analyse a policy intervention, assess on suitability, feasibility and effectiveness and write the advice in a convincing manner. • Explain how terms as ‘liveability’, ‘well-being’, ‘resilience’, ‘social cohesion’ and ‘gentrification’ are applied to understand, examine (analytical perspective) and influence (normative perspective) changes within neighbourhoods. • Analyse changes in policies of urban renewal and social

housing in connection to societal trends and to changes in the relations between private, public and civic actors. Additionally, the comparison of these developments in Dutch urban renewal to other countries.

- Illustrate that current dominant perspectives on urban renewal are not static by having an open and critical attitude towards new ideas, related to a growing attention for citizen initiatives and selforganisation within neighbourhoods. Additionally, explain how these new conceptions relate to current visions and policy interventions in urban renewal.

contents

The city is constantly in transition. This is to say that demands, tensions and opportunities are continuously changing, which lead to new societal challenges for policy makers. In the Revitalizing Neighbourhoods course, you

explore the 'state of the art' of these societal challenges in neighbourhoods and reflect on urban renewal policies.

You are invited to follow the course if you are interested in the motives and changes underlying urban revitalization. We analyse how these policies affect the people living in these specific neighbourhoods. In general, the following topics will be examined:

- Which policy interventions are suitable to contribute to the revitalization of neighbourhoods
- How private, public and civic actors relate to one another in designing, implementing and evaluating policy interventions
- How conditions of a flourishing neighbourhood change over time and its influence on policy interventions
- How terms as 'liveability', 'well-being', 'resilience', 'social cohesion' and 'gentrification' are applied to understand, examine (analytical perspective) and influence (normative perspective) changes within neighbourhoods

Similar to cities, perspectives on the revitalization of neighbourhoods are dynamic. We will position changes in urban renewal policies within time and explore new trends. Furthermore, Dutch planning practice will be examined in relation to other countries.

Next to lectures and a workshop, a group assignment on age-friendly neighbourhoods will be part of the course. You will assess the age-friendliness of an indicated neighbourhood and identify possible interventions and strategies for improvement. You are asked to independently report on your findings in a written policy advice.

coördinator	dr. W.S. Rauws
lecturers	Guest lecturers, dr. W.S. Rauws
programme	MSc Cultural Geography (Basic programme Cultural Geography), MSc Economic Geography (Optional courses Economic Geography), MSc Environmental and Infrastructure Planning (Optional courses EIP), Msc Philosophy, Politics and Economics, MSc Population Studies (Optional courses Pop Studies), MSc Real Estate Studies (Optional courses Real Estate Studies), MSc Socio-spatial Planning (Basic programme Socio-spatial Planning), MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial Sciences)
phase	master
period	semester II a
credits	5 EC
literature	· <i>Articles.</i>
language	English
format	Discussion sessions, Fieldwork, Guest lectures, Independent study, Lectures
assessment	Examination with open questions digital, Group assignments

40 SOCIAL PHENOMENOLOGY

code	FI194CK
objectives	The aim of this course is to introduce students to key texts, concepts, debates and arguments in the phenomenological tradition relating to issues of sociality. Students will explore phenomenological understandings of the self, the Other, the social world, relationality and interpersonal relationships, in both classical and contemporary phenomenological contexts. By the end of the course, students will have gained a grounding in social phenomenology and will be able to compare, evaluate and critically assess differing phenomenological approaches and insights relating to core social concepts and social and relational issues.
contents	This course examines both classical texts in the phenomenological tradition, as well as contemporary literature in the field in order to explore issues in 'social phenomenology', i.e. phenomenological work focusing on issues of society, relationality and the relation between self and Other. Representative thinkers and topics include Heidegger, Beauvoir and Levinas, the phenomenology of birth, the phenomenology of solitary confinement, and the phenomenology of gender.
coördinator	dr. C.E. Knowles
lecturer	dr. C.E. Knowles

programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· <i>Texts will be made available online</i>
language	English
format	lecture Lectures/seminars (mixed course format)

41. THE EVOLUTION OF SOCIAL BEHAVIOR

code	FI194RH
objectives	<ul style="list-style-type: none"> · Students become familiar with the use of evolutionary models in the social sciences and philosophy · Students see how mathematical and empirical methods may be used in the social sciences and the humanities · Students understand the basics of some evolutionary models, e.g., the replicator dynamics
contents	Evolutionary game theory, originally developed to study biological evolution, has found rich applications in the social sciences and in philosophy. Mathematical models within this tradition have been used in attempts to explain the evolution of cooperation, altruism, and justice, as well as meaning, convention, and social norms. More recently such models have been used to study the social dynamics of science. In this course we will read a classic of the field (Brian Skyrms' <i>Evolution of the Social Contract</i>) followed by a recent application to the social norms of science (Cailin O'Connor's <i>The Origins of Unfairness</i>). As the class continues, we may add or substitute additional readings depending on interest.
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · Brian Skyrms, <i>Evolution of the Social Contract</i> · Cailin O'Connor, <i>The Origins of Unfairness</i>
language	English

42. 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	F. Giardini PhD.
lecturer	F. Giardini PhD.
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)

43. TOWARDS A JUST SOCIETY: COLLECTIVE FREEDOM, RIGHTS AND RESPONSIBILITIES

code	FI194FH
objectives	Knowledge about theories of social practices, institutions and organizations (social ontology and social sciences) Knowledge about collective freedom, rights and responsibilities (collective ethics) Understanding of how social ontology and collective ethics are relevant to each other Ability to apply this knowledge and understanding to societal problems
contents	The ideal of a just society calls for action. But which steps should

we take? In this course, we investigate what a society is, how it works and how it should work. A society consists of social rules that modulate human interaction and generate collective benefits. They constitute social institutions and collective agents that are irreducibly collective. This holist social ontology clashes, however, with the individualist commitments of liberal democracy, in particular the ideal of individual autonomy. In light of this, we ask what social groups are political significant and which rights and responsibilities they have. Furthermore, we explore what collective agents are and whether they can bear rights and responsibilities. Finally, we ask whether and how these conclusions can be integrated in a new conception of liberal democracy.

coördinator	prof. dr. F.A. Hindriks
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 a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Book manuscript: Towards a Just Society: Collective Freedom, Rights and Responsibilities</i> · <i>Papers (to be announced on Nestor)</i>
language	English

44. 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 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 international 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 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 ED&G - Georg-August University, Göttingen (2-year) (core programme DD MSc ED&G - GAU, Göttingen (2-year)), DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle (start Groningen)), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), 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 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 · Various, *Journal articles* for each topic (trade, environment, growth)

- *Lecture notes 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).*
- *The lecture notes and journal articles mentioned above will be made available by the lecturer (free of charge).*

language	English
format	practical, combined lecture tutorial
assessment	;group assignment , ;intermediate exam (open questions) Assignments for pairs or triplets of students (the large assignment is made with different fellow students than the two small assignments are).
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 Essential Mathematics for Economic Analysis (4th edition) by Sydstaeter, Hammond and Strom, which is taught in the second year course Matrix Analysis and Optimization.
remarks	Secretary: gem.feb@rug.nl, +31 (0)50 363 3458, 5411 0538

45. HANNAH ARENDT

code	FI194SM
objectives	<ul style="list-style-type: none"> · Acquiring knowledge about the thought of Hannah Arendt, as well as about core philosophical movements, problems and authors that have influenced it · The ability to understand, reconstruct and interpret different philosophical arguments in their historical context · The ability to recognize and formulate possible implications of different philosophical arguments with current phenomena and events · The ability to independently research and elaborate views and arguments, expressing them in a written essay
contents	<p>Under what conditions can we live in a plural, participatory society? How can equality and diversity be combined and safeguarded? In what ways is it possible to maintain freedom of thought (and speech) despite adverse circumstances?</p> <p>Universally recognized as one of the most important philosophers of the 20th Century, Hannah Arendt (1906-1975) developed a personal voice and an original approach to philosophical arguments and methods, which brought and brings controversial, if not polarized, reactions and</p>

interpretations of her thought. This course aims to contextualize, critically analyze and discuss core passages of her works (*We Refugees*, 1943; *The origins of Totalitarianism*, 1951; *The Human Condition*, 1958; *On Revolution*, 1963), as well as about core philosophical movements, problems and authors that have influenced them.

coördinator	S. Mazzini PhD.
lecturer	S. Mazzini PhD.
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Ma Philosophy of a Specific Discipline, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I a
credits	5 EC
literature	· <i>A selection of primary and secondary literature will be made available via Nestor</i>
language	English