

Prospectus

Master Philosophy, Politics and Economics

2020-2021

Faculty of Philosophy
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Opening hours for *students*

Monday to Friday 08.30 - 17.30.

Opening hours for *staff*

Monday to Friday 08.00 - 22.30.

Saturday and Sunday 09.00 - 17.00.

Course schedules

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

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Coverfoto: Hedwig Fossen, 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 2020-2021 and on the Student Portal at <https://student.portal.rug.nl/infonet/studenten/wijsbegeerte>. For international students there's the Handbook for international students which 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)	Theories of PPE (5 ECTS)		
<i>PPE Seminars</i>	History 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 gain insight in a number of key methods in PPE research and are able to critically assess these methods and apply them judiciously in a variety of domains of application. The course places a number of important research tools into the PPE context: decision theory, statistics, causal analysis, social choice theory, impact analysis and causal modeling. The course focuses on evidence-based policy making, and thereby on various aspects of individual and collective decision making, and on epistemic considerations about the social sciences that inform policy.

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 some key texts from the 'long' history of PPE. We will look at some highly influential thinkers who have shaped current ideas and debates. Themes include Aristotle's ideas on political naturalism, Machiavelli on forms of government and 'Realpolitik', Hobbes' political philosophy and Hume's critique, Adam Smith's groundbreaking work on economics, Marx and Marxism, Ricardo's and Mill's ideas on capital and labor, and Keynes and Von Hayek on macro-economics and "social engineering". In this way we hope to deepen our understanding of some key debates in the 19th and 20th centuries about politics and governance, economic growth, structural and social change, capital and labour, uncertainty and private property, the state and democracy.

In the Theories of PPE module, students learn to develop an interdisciplinary perspective on liberal democracy and learn to be able to apply these to contemporary problems using insights from economics, political science and philosophy. 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.

Policy Seminars

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

The first PPE Seminar focusses 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. The second PPE Seminar focusses 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.

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	Nr
<i>Core Courses</i>			
1	History of PPE	PPE	3

1	Methods of PPE	PPE	2
2	Theories of PPE	PPE	1
2	PPE Policy Seminar 1	PPE	4
3	PPE Policy Seminar 2	PPE	5
4	Master thesis	PPE	6

sem	course title	Code	ECTS	nr
1	Business Ethics	EC	5	2
1	Economic Development	EC	5	9
1	Emerging Markets (MSc)	EC	5	12
1	Environmental psychology	PS	5	13
1	Fallacies	FI	5	15
1	International Banking and Finance	EC	5	19
1	Marx and Contemporary Political Phil.	FI	5	20
1	Place, Regions and Identities	SS	5	27
1	Religion, Conflict and Globalization	TH	10	30
1	Foreign Dir. Investment & Trade	EC	5	40
2	Global dynamics	TH	5	41
2	Comparative environmental analysis	EC	5	39
2	Applied Cognitive Neuroscience	PS	5	1
2	Cultural Psychology	PS	5	8
2	Economic Growth in History	EC	5	11
2	Ethics for Future Generations	FI	5	14
2	Global Finance and Growth	EC	5	16
2	Modernity as Dominance	FI	5	21
2	Money, Finance and the Economy	EC	5	23
2	Power and Leadership	PS	5	28
2	Responsible Finance and Investing	EC	5	42
2	Theories of networks and sustainable cooperation	SOC	5	37
2	Trade, Environment and Growth	EC	5	38
3	City Matters	SS	5	3
3	Comparative Corporate Governance	EC	5	4
3	Consequentialism	FI	5	5
3	Contemporary Population Issues	SS	5	6
3	Country Studies	EC	5	7
3	Economic Geography	EC	5	10
3	Hegel's Practical Philosophy	FI	5	17
3	Monetary Policy and Financial Regulation	EC	5	22
3	P&S3: Philosophy of Climate Science	FI	5	25
3	Revitalising Neighbourhoods	SS	5	33
3	Social Phenomenology	FI	5	34
3	Sustainable Philosophy	FI	5	35
4	Inclusive Finance	EC	5	18
4	Neuroethics	FI	5	24
4	Philosophy of Illness and Medicine	FI	5	26
4	The Politics of the Body	FI	5	36
1-4	Research Seminars International Relations	IR	10	31

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. 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, statistics, causal analysis, social choice theory, impact analysis and causal modeling. The course focuses on evidence-based policy making, and thereby on various aspects of individual and collective decision making, and on epistemic considerations about the social sciences that inform policy.
coördinator	prof. dr. J.W. Romeijn
lecturer	prof. dr. J.W. Romeijn
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· <i>Reader with articles and book chapters (made available on Nestor)</i>
language	English
format	lecture Lectures and essay discussions
assessment	essay, oral exam Essays and feedback / oral examination

2. HISTORY OF PHILOSOPHY, POLITICS, AND ECONOMICS

code	FI174PPEH
objectives	Upon completion of the course the student have: <ul style="list-style-type: none">· advanced knowledge and understanding of some key moments in the history of PPE· Upon completion of the course the student are able to:· explain and critically reflect on some key moments in the history of PPE· explain and critically reflect on the views of major philosophers including Aristotle, Hobbes, Hume, Smith and Marx, as well as more modern authors such as Keynes and Hayek.

- critically compare the contributions of these traditions and authors on debates concerning issues such as capital, class, consumption, democracy, equality, government, information, growth, justice, labour, market, money, paternalism, political authority, private property, society, taxation, trade, value, voting, wages, wealth
- report on research in an academically sound way both orally and in written form.

contents	While the name of 'PPE' dates back to the early 20th century, the combined study of philosophical, political and economic questions is at least as old as Plato and Aristotle, and today's PPE research frequently refers to these historical predecessors. Without aiming at providing an exhaustive historical survey, this course focuses on some key texts from the long history of PPE. We will look at some highly influential thinkers who have shaped current ideas and debates. Themes include Aristotle's ideas on political naturalism, Machiavelli on forms of government and 'Realpolitik', Hobbes' political philosophy and Hume's critique, Adam Smith's groundbreaking work on economics, Marx and Marxism, Ricardo's and Mill's ideas on capital and labor, and Keynes and Von Hayek on macro-economics and "social engineering". In this way we hope to deepen our understanding of some key debates in the 19th and 20th centuries about politics and governance, economic growth, structural and social change, capital and labour, uncertainty and private property, the state and democracy.
coördinator	prof. dr. L.W. Nauta
lecturers	prof. dr. L.W. Nauta, prof. dr. L.M. Herzog
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· <i>Texts will be made accessible via Nestor</i>
language	English
format	seminar, lecture lecture, seminar

3. 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 b
credits	5 EC
literature	· <i>Papers</i>
language	English

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	<p>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.</p> <p>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.</p>
contents	<p>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.</p>
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	<ul style="list-style-type: none"> · <i>A reading list will be provided before the seminar.</i> · Harvard University Press, 2015, Among other things, we will read chapters from Anthony B. Atkinson, <i>Inequality</i> · Princeton University Press, 2017, and Christopher H. Achen and Larry M. Bartels, <i>Democracy for Realists: Why Elections Do Not Produce Responsive Government</i> · <i>No books need to be purchased ahead of class</i>
language	English
format	workshop Seminar
prerequisites	Theories of PPE, Methods of PPE
remarks	While all PPE students must take this course, they should still sign up for it on nestor.

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

1. APPLIED COGNITIVE NEUROSCIENCE

code	PSMCB-4
objectives	Upon successful completion of this module, the students will <ul style="list-style-type: none">- 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
phase	master
period	semester I b
credits	5 EC
literature	· <i>Journal articles available on-line</i>
language	English
format	peer review, seminar
assessment	dossier, essay, presentation, paper (individual) grade will be based on a) short reports on the weekly assignments, b) presentations, c) valorisation proposal
remarks	Knowledge of psychology at the bachelor level is assumed.

2. BUSINESS ETHICS

code	EBM043A05
objectives	Upon completion of the course the student is able to: <ol style="list-style-type: none">1. identify morally relevant aspects of decisions, and identify one's responsibilities2. analyze moral aspects of decisions

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

contents

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

coördinator

dr. R.O.S. Zaal

lecturers

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

programme

Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from Lund), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle), 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) B 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 B Marketing Management), MSc Marketing (electives Marketing Analytics and Data Science (MADS)), 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 , -individual assignment
remarks	Secretary: Grietje Pol, phone: +31 (0)50 363 3685, e-mail: g.pol@rug.nl, room: 5411.0836

3. 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 and polarizations in urban areas. 2. Describe various concepts that capture urban social problems such as poverty, urban marginality, segregation, territorial stigmatization and social exclusion, and their intellectual roots. 3. Explain how different configurations of the political economy on various scales result in different levels of social protection and how spatial planning interventions affect social and environmental justice in particular places. 4. Identify different ethical positions in various theories of spatial justice. 5. Apply different perspectives on spatial justice to historic and contemporary urban developments with an international perspective.

6. Discuss the role of planners in reinforcing or mitigating socio-spatial inequality and urban marginality against power structures, multi-stakeholder coalitions and spatial exclusion.
7. Utilize the basis of critical urban theory for developing and conducting empirical research in real-life cases.
8. Write, present and debate about social problems in urban areas and social justice in an academic fashion individually and in working groups.

contents

The urgent societal issues of our times urge urban planners to rethink the foundational principles of planning. We witness the beginning of the 'urban age' where the majority of people live in cities. 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 every planner with issues of justice. This course enables you to build your own framework to develop and conduct theory-informed empirical research in new socio-geographical contexts and to propose 'just' planning interventions.

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

1. Which mechanisms – including planning – have generated the contemporary societal problems, such as the housing crisis, urban marginality and location-based activism? We review these mechanisms through the lens of political economy and critical urban theory, not considering them as 'blind' or 'neutral' processes, but as expressions of power imbalances between interest groups with different ideologies and agendas.
2. 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.
3. Which inequalities are relevant for planners? This question (re)defines the scope for spatial interventions and uncovers

approaches to define just cities. To answer this question, several theories of spatial justice (David Harvey, Henry Lefebvre, Edward Soja and Peter Marcuse) are discussed.

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 look at successful practices such as '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. C.W. Lamker
lecturers	dr. C.W. Lamker, 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, parts of books/monographs and video.</i>
language	English
format	Excursions, Guest lectures, Lectures, Seminars
assessment	Examination with open questions digital, Group assignments + Group presentation (part of the group assignment)
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.

4. 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

The world of the corporate upper echelons has changed rapidly and significantly in the last two decades. Ongoing corporate scandals and the global financial crisis of 2008 have generated important questions about the concentration of power at the top of large corporations. Who runs these large corporations? How are these executives monitored and on behalf of whom? What is the basis of such corporate governance systems, and how do these systems change over time? What determines differences and similarities between corporate governance systems between countries? What does the increasing concentration of capital in the hands of large institutional investors and the super-rich imply for this system? And very recently, how does the system survive a huge economic shock stemming from global pandemics like the spread of corona virus? Do present day corporations have the right purpose and still serve the needs of society? This course introduces students to the recent debates in this field to help them develop a better understanding of the inner circles of corporate power and its consequences.

coördinator

dr. K. van Veen

lecturers

dr. K. van Veen, dr. E. Mendiratta

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), 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) B 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	master
period	semester II a
credits	5 EC
literature	· Various, <i>Academic articles</i>
language	English
format	-lecture, -combined lecture tutorial
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

5. 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, 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 Essay (students are examined based on one paper they write at the end of the course)
prerequisites	Basic knowledge in ethics required

6. 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, resource availability and food security, remains 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 takes a project-based learning approach in which students make use of lectures, group work and expert lectures to write a country specific dossier and policy brief addressing particular population issues.

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 could potentially 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	dr. S.A. Adaawen
lecturers	prof. dr. ir. H.H. Haisma, dr. S.A. Adaawen, dr. T.C. Vogt, prof. dr. L.J.G. van Wissen, Guest lecturers
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	Guest lectures, Independent study, Lectures, Seminars
assessment	Active participation, Group assignments, Individual assignments, Oral presentation +UN simulation game

remarks Maximum number of students is 40.

7. COUNTRY STUDIES

code EBM093A05

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

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 income differences and growth drivers
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 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, trade, 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. The insights from the different analyses by the group members are synthesized into a summary chapter to provide useful information for policy makers about the prospects for economic growth and doing business in your country. Together with your team, you will analyze growth patterns and discuss the findings and policy recommendations from your report with the lecturers and other course participants. 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.

coördinator K.M. Wacker PhD.

lecturers dr. A. Minasyan, K.M. Wacker PhD., dr. R.H.T. Wiese, 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 - 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), 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, 5411.0538 Coordinator: k.m.wacker@rug.nl

8. 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). , <i>Understanding Social Psychology across Cultures. Engaging with others in a changing world.</i> London: Sage (ISBN: 9781446267110), ca. € 50.00
language	English
format	lecture

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

9. 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 explores the measurement and analysis of 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 contributed to this success? What are the growth challenges ahead and how can we cope with these? We discuss new global trends that provide both opportunities and challenges for growth and development. This will be done by in-depth study and discussion of major articles in this field.

coördinator dr. G.J. de Vries

lecturers prof. dr. R.C. Inklaar, dr. G.J. de Vries

programme 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

10. 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, Guest Lecturer(s), prof. dr. J.H. Garretsen
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	<ul style="list-style-type: none"> · Brakman, S., J.H. Garretsen, C. van Marrewijk, <i>An Introduction to Geographical and Urban Economics</i>, 3rd edition, ISBN: 978-1-108-41849-2 (Hardback) ISBN: 978-1-108-40736-6 (Paperback), deliverable as of December 2019 · , ca. € 62.99 · Various, <i>In addition, recent state-of-the-art articles will be selected (these will change on a year-to-year basis)</i>
language	English
format	-computer practical, -lecture, -tutorial 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	-group assignment , -written exam (open questions)
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538

11. ECONOMIC GROWTH IN HISTORY

code	EBM101A05
objectives	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> 1. compare and align theories of growth with the facts of history. 2. critically assess main explanations for convergence and divergence. 3. analyze quantitative data and models. 4. reflect on and write about the topics mentioned applying high-level scholarly insights. 5. present individually and discuss academic papers in a scholarly setting.
contents	The aims of this module are to provide at an advanced level the sources and methods of quantitative economic history, together with a review of some major findings of economic historical research of interest to economists. This course deals with selected issues during the period of modern economic growth that is, from the industrial revolution until the present time. Within this

time frame a comparison will be made between the nature of the growth process in Western Europe during the 19th and the 20th century and that of the post-World War II experience of the East Asian and Latin American countries. The course will address the issue of transferability or replicability of the European experience under different institutional and social conditions. Important questions include: How did globalization begin? When and why did it lead to development or underdevelopment, did it play a role in the great divergence in income between the West and the rest of the world. What was the impact of colonialism and free trade on these regions. What lessons does history teach to countries that want to catch up to the West today? The course focuses on important topics related to modern economic growth: technological progress / general purpose technologies, historical institutional analysis, globalization and the historical geography of economic development and Divergence Big Time: Economic growth since 1870. Students should achieve an understanding of both how economic historical research can be used to shed light on the current state of the economy and how economic analysis can sharpen our understanding of history.

coördinator	dr. J. Bolt
lecturers	dr. J. Bolt, D. Chilosi, G. Lecce PhD.
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) B 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	-individual supervision, -combined lecture tutorial
assessment	-individual assignment , -group 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 Secretary Kim Beute, phone +31(0)50 3637018, e-mail k.beute@rug.nl, room 5411.0734

12. EMERGING MARKETS (MSC)

code	EBM085A05
objectives	<p>Upon completion of the course, the student is able to:</p> <ol style="list-style-type: none"> 1. Identify and describe: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<p>The course is practitioner oriented and provides a nuanced perspective on doing business in low income, high growth countries (emerging markets) such as Brazil, Russia, India and China. Primary emphasis is on,</p> <ol style="list-style-type: none"> 1) Recognizing the uniqueness and challenges of the context characterizing the business environment in these economies such as rapidly evolving business environment, underdeveloped infrastructure, bottom of the pyramid consumers, and

2) How the context then shapes the nature and behavior of firms. From an academic perspective, the course emphasis is on recognizing and evaluating the assumptions and limitations of popular theories and frameworks, originally developed and applied in the context of developed economies.

The course employs real business case studies to assess the relevance of theory in the context of emerging markets and to gain second-hand experience of the thought processes of top managers and CEOs grappling with business related challenges.

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), 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) B 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 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	-individual assignment , -written exam (open and mc questions) , -group assignment For regular students, it is important to participate in all the classroom related activities and assignments.
prerequisites	> Student is physically available at all times during the conduct of the course until the course grades are announced. > Student is able to work in a multi-cultural, multi-racial, gender-neutral group that is randomly organized.

> Student has prior knowledge and understanding of international business and multinational working environment.
> Student is able to read, comprehend and analyze academic case studies and company annual reports.

remarks Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538

13. ENVIRONMENTAL PSYCHOLOGY

code PSMSB-2

objectives After attending this course, students will be able to:

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

contents Human behaviour threatens environmental quality. How can we encourage people to act pro-environmentally, and how do environmental conditions affect our behaviour and wellbeing? Environmental psychology studies the transaction between humans and their natural and built environment. The first part of the course focuses on effects of environmental conditions on human well-being and behaviour. Amongst others, we discuss the effects of environmental stressors (such as noise, odour) and environmental risks (such as 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, <i>Environmental psychology: An introduction (2nd edition)</i> (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

14. ETHICS FOR FUTURE GENERATIONS

code	FI204FG
objectives	The aim of this course is to familiarise students with central ethical questions around future generations, with a focus on more applied issues. Students will understand what different ethical frameworks, both consequentialist and non-consequentialist, imply for our duties towards future generations; understand the debate around longtermism; and engage competently with applied questions to do with future generations, including climate change and existential risk prevention (including AI, climate, and pandemic risk). If successful, the course will also challenge our preconceived notions about what the most important issues are to work on, both as individuals and collectively.
contents	The first half of this course covers some theoretical questions around future generations. We start with discussing longtermism, the very strong claim that in many central decisions, both individually and collectively, regard for the long-term future trumps short and medium-term concern. We then cover the basics in population ethics, to understand how axiological theories can make sense of our duties towards future generations. In session 3, we cover alternative, non-

consequentialist theories by focusing on intergenerational justice.

The second half turns toward applied issues. On most theories, but particularly longtermism, a central future-regarding duty is to prevent catastrophic and existential risk. We will discuss two of the biggest existential risks, namely pandemic risk and AI risk. In the final session, we discuss climate change, both from an existential risk but also an intergenerational justice perspective.

coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none">· <i>A reading list will be made available in due course.</i>· <i>As inspiration for the section on existential risk, you can watch Toby Ord's short video on his new book <i>The Precipice</i> (or read the book).</i>
language	English
assessment	essay Essay (a presentation must be given to get the credits, but the presentation itself does not receive a grade)
prerequisites	Previous working knowledge in ethics and, to some extent, political philosophy required.

15. FALLACIES

code	FI204JL
objectives	Upon completion of the course, the students can: <ul style="list-style-type: none">• discuss connections between argumentation and dialogue types such as inquiry dialogue, deliberation dialogue, persuasion dialogue, negotiation dialogue and verbal strife.• adopt a well-considered stance towards the epistemic, logical, social, and / or political virtues and vices of using means of persuasion such as: negotiation pressure, emotional appeals, appeals to personal trustworthiness, and vagueness and ambiguity.• use software for the design of online deliberation procedures to develop a small pilot study into the testing of an hypothesis about the effects of particular design choices in online deliberation on the quality of argumentation.• develop an argumentation theory about a fallacy at choice.

	<ul style="list-style-type: none"> • write an essay in which he/she reports about a research project on a fallacy, or on the design of deliberation.
contents	In this course, we discuss the nature of sound argumentation, and how it connects to means of persuasion such as pressure, emotion, trust and the vagaries of meaning. The recurring theme for each of them is: what distinguishes reasonable and fallacious uses, and how far can we get with building a precise dialogical model of the distinction? We focus on: the fallacy of the stick (ad baculum), the fallacy of bargaining, the pathetic fallacy (ad populum), personal attacks (ad hominem), and the fallacy of ambiguity (equivocatio). We pay special attention to the questions: How to respond to a fallacy? How to design deliberation that strikes a good balance between rhetorical effectiveness and dialectical reasonableness?
coördinator	dr. J.A. van Laar
lecturer	dr. J.A. van Laar
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I a
credits	5 EC
literature	· <i>Digital reader</i>
language	English

16. 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. Describe and interpret the nature and consequences of international financial flows. 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 in each arrangement. 4. Reproduce and critically discuss theoretical views on the international financial system. 5. Apply this knowledge and these theories to case studies such as global imbalances, financial crisis or the Euro-crisis. 5. Apply this knowledge and these theories to case studies such as the 1970s oil crisis, global imbalances, or the Euro-crisis.
contents	What is money? What is debt? What do banks do? How are financial relations between households and firms organized?

And between states? How do financial flows relate to trade flows? What was the Gold Standard and the Bretton Woods system? What system do we have now? Why do countries have international reserves? What are shadow banks? How does the Eurozone work? Why was there a global financial crisis in 2007? Why was there a Eurocrisis? These are the questions we ask in this course. You will acquire theoretical and factual knowledge. You will learn a conceptual apparatus to discuss international finance problems. You will weigh different views on the international financial system.

coördinator	prof. dr. D.J. Bezemer
lecturers	dr. A.C. Steiner, prof. dr. D.J. Bezemer
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc 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
phase	master
period	semester I b
credits	5 EC
language	English
format	-lecture, -tutorial (This course requires harder work than most Master courses – be prepared to spend about 15 hours each week (7 x 15 = 105 hours, still less than 5 ECTS). We use the Futurelearn platform. You learn by on-line activities (viewing, reading, discussing), through self-study, and in tutorials.)
assessment	-computer test/weekly quiz, -intermediate exam (open questions) In some weeks there is an online test, in other weeks students annotate texts using Perusall. There is a mid term assignment and a final assignment.
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

17. HEGEL'S PRACTICAL PHILOSOPHY

code	FI204HP
objectives	The goal of this course is that students can make some sense of a very important, but also notoriously difficult book: Hegel's Elements of the Philosophy of Right (1821). They will learn to

situate it in its historical context, but also to evaluate the systematic merits of some of its key concepts, such as “ethical life” (Sittlichkeit) and “spirit” (Geist). They will critically discuss what notion of freedom Hegel wants to realize in his account of modern society, and whether his attempt can be described as success or failure.

contents We will try to understand the practical philosophy of GWF Hegel, as laid down in his *Elements of the Philosophy of Right*. This book is one of the keystones of the history of Western Philosophy, and yet, to this day, its interpretation remains controversial. Was Hegel a liberal or a conservative? A Kantian or an Anti-Kantian? What to make of notoriously difficult notions such as “ethical life” (Sittlichkeit) or “spirit” (Geist) – are those dangerously metaphysically loaded ideas, or should one understand them as elements of sociological theory *avant la lettre*?

We will read selected passages from the *Elements of the Philosophy of Right*, and try to understand them both in their historical context and from a systematic perspective. The focus will be in particular on the kind of society that Hegel envisaged, in which he saw freedom realized.

coördinator prof. dr. L.M. Herzog

lecturer prof. dr. L.M. Herzog

programme Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy

phase master

period semester II a

credits 5 EC

literature · Hegel, *Elements of the Philosophy of Right* – edition and secondary literature will be announced before the course

language English

prerequisites Some knowledge of Kant’s philosophy would be helpful

remarks PPE elective and open to all other Master programs (also history of philosophy)

18. 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 financial markets in low-income countries with a strong focus on microfinance and financial inclusion. In this course, we will study why financial markets in low income countries fail to provide access to financial services for the poor, which mechanisms allow to provide these services, and which alternative methods are used by the poor to manage their cash flows, finance investments, and cope with income risks. Both theories on financial development and the economics of microfinance as well as empirical applications in low-income countries will be studied in this course. We look at opportunities and limitations of financial institutions in low-income countries in general, and of microfinance institutions in particular. Specific topics include: finance and development; credit market failures; the economics of microfinance; techniques to measure impact of financial interventions on borrower welfare. 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

dr. K. Czura

lecturers

Guest Lecturer(s), dr. A.M. Mueller, dr. K. Czura

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) B 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>

19. 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	<p>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.</p>
coördinator	prof. dr. D.J. Bezemer
lecturers	Guest Lecturer(s), prof. dr. D.J. Bezemer
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 There is also online learning with online lectures and reading materials
assessment	-computer test/weekly quiz, -individual assignment In some weeks there is an online test, in other weeks students annotate texts using Perusall.
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 5411-0538; 0503633458

20. MARX AND CONTEMPORARY POLITICAL PHILOSOPHY

code	FI194TS
objectives	<p>Topic specific objectives:</p> <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. <p>General philosophical objectives:</p> <ul style="list-style-type: none"> · 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 focusing 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 <i>Capital</i> , as well as consider the relationship between Marxism and contemporary egalitarian liberalism, libertarianism and republicanism, 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.
coördinator	dr. U.T.R. Stahl
lecturer	dr. U.T.R. Stahl
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, 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>A list with required literature will be distributed before the course 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

21. 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 optimistic 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, Master Exchange Courses, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none">· <i>A digital reader; a printed version will be made available</i>
language	English
format	discussion group Discussion seminar; reports 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.
The course adopts a no-screens policy: no digital devices are allowed in class.

22. MONETARY POLICY AND FINANCIAL REGULATION

code EBM107A05

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

1. Reproduce the ECB's monetary policy strategy and instruments, and gauge any forthcoming policy decision in the context of the strategy. Understand the global and European financial crisis (2007-2010) and the response of the ECB to this crisis.
2. Advise economic policymakers on the optimal monetary/fiscal/structural policy mix in individual EMU countries.
3. Carry out a comparative analysis of the pros and cons of financial intermediation through relationship banking versus arms' length market transactions.
4. Decide under which circumstances public policy intervention in the financial sector is warranted from the perspective of asymmetric information and/or systemic risk.
5. Shape the optimal form of financial regulation with the appropriate balance between macro-prudential stability, micro-prudential stability, and consumer protection.
6. Discuss policy implications from the recent financial crisis, for banks' solvency (Basel II, Basel III) and liquidity risk management.
7. Discuss 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) B 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 2016</i>, 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, phone +31(0)50 3633685, e-mail g.pol@rug.nl, room 5411.0836

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

code	EBM164A05
objectives	- Analyze the role of money and banks in the economy, from three theoretical perspectives (Neoclassical, Post-Keynesian. Neo-Austrian).

	- Experience how theoretical perspective influences analysis and policy.
contents	There are four modules. In three two-week modules, Students analyze the role of money and banks in the economy, from three theoretical perspectives (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
programme	Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), MSc Economic Development & Globalization / ED&G (elective(s) B 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	-guest lecture, -combined lecture tutorial
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

24. NEUROETHICS

code	FI204DB
objectives	The aim of this course is for students to: <ul style="list-style-type: none"> - understand the rise, scope, and definition of neuroethics - be familiar with a number of neuroethical debates. - be able to grasp and clearly articulate what is at stake in these debates - be able to constructively engage with these debates - be equipped with the tools for approaching other neuroethical issues

contents	Neuroethics is a research area concerned with the ethical implications of our increasing understanding of the brain and cognition. In this course we will first address the history, scope and definition of this relatively new approach. After that we zoom in on a number of specific neuroethical debates. Among these are: the neurological basis of moral decision-making, the impact of neuroscientific knowledge on criminal law, the ethics of cognitive enhancement, the ethics of neuromarketing, the impact of technology on moral cognition, and neurodiversity.
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	bachelor
period	semester II b
credits	5 EC
literature	· <i>To be announced</i>
language	English

25. PHILOSOPHY OF CLIMATE SCIENCE

code	FI184FM3
objectives	<ul style="list-style-type: none"> · Knowledge of philosophical issues related to climate science. · 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. We will discuss a variety of issues raised by climate science and policy-making, such as how climate science is supported by the evidence, the types of uncertainties involved, decision-making regarding climate policy, the impact of climate skepticism, and issues of moral responsibility.
coördinator	dr. L. Henderson
lecturer	dr. L. Henderson
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · <i>Readings will consist of articles from the recent philosophical literature.</i> · <i>These will be available either at the library or on Nestor.</i>
language	English

format	discussion group, lecture Lectures and group discussion
assessment	essay Final essay

26. PHILOSOPHY OF ILLNESS AND MEDICINE

code	FI204IM
objectives	<ul style="list-style-type: none"> · ability to extract arguments from philosophical texts and assess them critically · ability to engage in constructive philosophical dialogue in class · ability to formulate convincing philosophical arguments concisely in writing · familiarity with themes in the philosophy of illness and medicine
contents	<p>Medicine is of singular philosophical interest, because no other science is so closely and obviously related to the social and to the personal. In this course, we will examine how these various dimensions interact in illness, medical science, and medical practice. We will bring insights from philosophy of science, metaphysics, and epistemology to bear on questions surrounding the nature of illness, the effectiveness of medical treatments, and the epistemology of clinical practice. Note that this is not a bioethics course: we will not study the ethics of particular biomedical interventions such as cloning, enhancement, or euthanasia.</p> <p>In the first part of the course, we will study the nature of physical illness, mental illness, psychosomatic illness, and disability. In the second part, we will turn to epistemic questions, surrounding the types of evidence used in medicine, the effectiveness of mainstream and alternative medicine, and the epistemic relationship between a patient and her physician.</p>
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	bachelor
period	semester II b
credits	5 EC
literature	· <i>All readings will be made available online</i>
language	English
format	lecture, seminar Lectures and seminars
assessment	homework exam, written assignment(s)

Written assignments (10%) Homework exam (90%)

27. PLACE, REGIONS AND IDENTITIES

code	GEMPRI
objectives	<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	<p>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.</p> <p>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.</p>
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>The compulsory literature (journal articles) will be communicated in the course information document on Nestor.</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.

28. 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)

30. RELIGION, CONFLICT AND GLOBALIZATION: A CRITICAL INTRODUCTION

code	THM-RCGI10
objectives	<p>At the end of this course, students will be able to:</p> <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	<p>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.</p>
coördinator	dr. J. Tarusarira
lecturers	dr. E.K. Wilson, J.O. Wiering, 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	<ul style="list-style-type: none">· <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. “In the event of emergency situations and force majeure, such as societal lockdown, changes may need to be made to class schedules and assessment. Your lecturer will inform you of these changes as soon as possible, should such a situation arise.”

31 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 phase	Msc Philosophy, Politics and Economics bachelor
period	whole year

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

32. 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. We study 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. This regards both the firms as such as well as 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. Students will be required to work on projects in which they try to come to grips with responsibility in financing and investing. They will experience how to make trade-offs between financial and non-financial performance and they will learn how to model this using Matlab.</p>
coördinator	prof. dr. L.J.R. Scholtens
lecturers	prof. dr. L.J.R. Scholtens, dr. A. Dalò
programme	<p>Courses open to Exchange Students (MSc) (Courses open to Exchange Students (MSc) without limited access), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from FEB), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from Lund), DD MSc</p>

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), MSc Economic Development & Globalization / ED&G (elective(s) B 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	-guest lecture, -lecture, -tutorial 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

33. REVITALISING 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, an group assignment on age-friendly neighbourhoods will be part of the course. You will assess the agefriendliness 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
lecturers**

dr. W.S. Rauws
dr. W.S. Rauws, Guest lecturers

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

34. 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 uses Martin Heidegger's <i>Being and Time</i> to explore classical phenomenological understandings of the self, the world, self-Other relations, the social world and ideas of freedom. It then examines these insights in relation to contemporary texts in 'social phenomenology' i.e. phenomenological work focusing on issues of society, relationality, power and oppression. Contemporary phenomenological texts explore issues such as queer phenomenology, the phenomenology of gender, race and ethnicity, and the ideas of world building and world travelling as political concepts.
coördinator	dr. C.E. Knowles

lecturer	dr. C.E. Knowles
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	<ul style="list-style-type: none"> · trans. Macquarrie and Robinson Southampton: Basil Blackwell 1927/1962, Martin Heidegger's <i>Being and Time</i> · <i>Other texts will be made available online or will be accessible as e-books through the library catalogue.</i>
language	English
format	lecture Lectures/seminars (mixed course format)
prerequisites	It is expected that students will have a prior background in philosophy or a related humanities or theoretical social science subject e.g. political theory, so that they are used to reading complex theoretical texts.
remarks	It is advisable to purchase a copy of Martin Heidegger's <i>Being and Time</i> trans. Macquarrie and Robinson Southampton: Basil Blackwell 1927/1962, as this will be used throughout the course.

35. SUSTAINABLE PHILOSOPHY

code	FI204SM
objectives	<ul style="list-style-type: none"> · The ability of retrace and critically question the legitimation of a philosophy of sustainability · Knowledge of the most influential philosophical definitions and systematization of the concepts of asceticism from the twentieth century till today; · The ability to critically read, interpret and compare philosophical texts and arguments · The ability to recognize, understand and relate possible implications of different philosophical perspectives on asceticism with current political and cultural phenomena and events
contents	<p>The so-called "social distancing" and other restrictions to face the emergency of the coronavirus, have made everybody experiencing at first hand an ancient practice closely connected to philosophical reflections: asceticism.</p> <p>Originally, the term asceticism only referred to the practical training of athletes. But the term developed different and partly contradictory meanings and connotations: from renouncing food to controlling passions, from reduction of material comfort to</p>

spiritual fullness. Foucault understood asceticism as a socially relevant political technique – and in our current age of Anthropocene, ascetic practices and theories have been invoked in order to bring a balance between man and nature – and to help designing sustainable forms of society.

The aim of this course is to retrace and critically question a genealogy of what can be called a Philosophy of Sustainability. In particular, we will focus on relevant works of those philosophers who, from the twentieth century till today, reflected on political, social and economic implications of ascetic (and-or sustainable) forms of life, cultural practices and political projects: asceticism as a negation of the will to live (Nietzsche); as an existential method (Benjamin); as a precondition of an ethos of profit (Weber), as liberating self-education (Foucault), as anthropotechnics (Sloterdijk) or as a development of an autonomous, alternative form-of-life (Agamben).

We will finally analyze and discuss current social, political, cultural and artistic phenomena which have latent or direct connections to asceticism and sustainable philosophy, such as the currently emerging movements for sustainability, criticism of consumerist societies, digital asceticism, veganism, and others.

coördinator	S. Mazzini PhD.
lecturer	S. Mazzini PhD.
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· <i>A digital reader with texts by Nietzsche, Weber, Benjamin, Foucault, Sloterdijk, Agamben.</i>
language	English
format	lecture Lecture and seminar

36. THE POLITICS OF THE BODY

code	FI204PB
objectives	The main objective of this course is to give students a deep understanding of political issues related to the body. The aims are: <ul style="list-style-type: none"> · To understand ‘politics’ in a broad sense as dealing with issues of power relations between individuals and groups, and to examine how this manifests in the context of issues

	<ul style="list-style-type: none"> · related to the (female) body · To be able to apply philosophical ideas such as freedom, power, internalised oppression and embodiment to the body · To gain a philosophical understanding of topics such as reproduction, sex work and body image.
contents	<p>Politics in a broad sense refers not only to affairs of government, rights and duties of citizens, party politics, and organised activities aimed at structural reform, it also describes power relations between different groups and individuals, for example, in public institutions, as well as social relations such as family groups, friendship groups, and sexual relationships. This course uses a broad notion of politics to explore issues related to the body from a philosophical perspective. Representative topics include pornography, sex work, reproductive politics, beauty and self-presentation. The course will draw primarily on feminist literature to explore issues related to the female body, but may also address gender-neutral issues such as death and dying, and living with a terminal or chronic illness. Representative texts include Iris Marion Young's collection of essays <i>On Female Body Experience</i> and Heather Widdows <i>Perfect Me: Beauty as an Ethical Ideal</i>.</p>
coördinator	dr. C.E. Knowles
lecturer	dr. C.E. Knowles
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II b
credits	5 EC
literature	<ul style="list-style-type: none"> · Iris Marion Young, collection of essays <i>On Female Body Experience: Throwing Like a Girl and Other Essays</i> Oxford: University Press, 2005, · <i>Other texts will be made available on Nestor or as an e-book through the library website.</i>
language	English
prerequisites	It is expected that students will have a prior background in philosophy or a related humanities or theoretical social science subject e.g. political theory, so that they are used to reading complex theoretical texts.
remarks	It is advisable to purchase a copy of Iris Marion Young's collection of essays <i>On Female Body Experience: Throwing Like a Girl and Other Essays</i> Oxford: University Press, 2005, as this

covers many of the main themes of the course, and we will read more than one of these essays during the course.

37. 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 apply and reconstruct the social mechanisms behind social network explanations; (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 parts. In the first part, the students will learn the foundations of structuralist explanations, diving into analytical sociology and a mechanism-based way of reasoning.

The second part will focus on the main network concepts (social capital, strong and weak ties, social influence, brokerage and structural holes, embeddedness, etc) and their application to relevant social issues. Key phenomena and “outcomes” for different levels of analysis and their relation to networks are discussed.

The third part is aimed to take 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 (Sociologie van de Netwerksamenleving), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· C. Kadushin, <i>Understanding Social Networks. Theories, Concepts, and Findings</i> (ISBN: 9780195379471)
language	English
format	lecture, seminar
assessment	essay
remarks	The book by Kadushin is available as ebook from the University Library. We will read a selection of chapters from that plus academic articles on network theories. The full list of required readings will be published later.

38. TRADE, ENVIRONMENT AND GROWTH

code	EBM097A05
objectives	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> 1. Analyze and compare scientific papers with applications of input-output analysis (in the areas of trade, environment, and growth) 2. Identify cases (in the areas of trade, environment, and growth) where input-output techniques can be applied meaningfully 3. Analyze and interpret the information that is contained in an input-output table 4. Critically evaluate the working of the input-output model and its applicability in potential applications 5. Write simple computer programs to run the model 6. Apply (including the actual computations) the input-output techniques to simple questions 7. Carry out an input-output analysis of a real world problem and reflect on the plausibility and relevance of the results and conclusions
contents	<p>This course (for which some basic knowledge of matrix algebra is indispensable) applies input-output analysis to issues on trade, on environment, and on growth. For the production of commodities and services, industries depend on other industries for their intermediate products. More and more, such linkages between industries cross borders. Input-output analysis is a tool that takes such interdependencies in the production structure into full account. It has been applied to a wide variety of topics, ranging from international and development economics to</p>

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. B. Los, prof. dr. H.W.A. Dietzenbacher
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)), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, 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, Research Master in Economics and Business (electives ReMa-Research Methods)
phase	master
period	semester I b
credits	5 EC
literature	<ul style="list-style-type: none"> · Various, <i>Journal articles</i> for each topic (trade, environment, growth) · <i>Lecture notes</i> on: essentials of input-output analysis; a description of the World Input-Output Database; an introduction to computer software (e.g. Matlab or open source software). · <i>The lecture notes and journal articles mentioned above will be made available by the lecturer (free of charge).</i>
language	English
format	-lecture, -practical, -tutorial
assessment	-group assignment , individual exam 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

39. COMPARATIVE ENVIRONMENTAL ANALYSIS

vakcode	EBM084B05
doel	Upon completion of the course the student is able to: <ol style="list-style-type: none"> 1. Explain what institutions and cultures are and how they affect international business. 2. Recognize intersocietal diversity in behavior and outcomes in a range of management related themes and attribute observed inter-societal behavioral differences correctly to differences in institutions, culture, or economic environment. 3. Select appropriate statistical tools to answer research questions at hand in comparative environmental analysis 4. Apply statistical techniques that are widely used in comparative environmental analysis correctly 5. Understand and replicate the methodology behind leading frameworks in comparative environmental analysis
inhoud	This course aims to familiarize students with the most widely used frameworks in comparative environmental analysis in the field of International Business and Management. Focusing on the role of institutional and cultural diversity in International Business, students learn how leading frameworks have been constructed and how to set-up and conduct comparative environmental analysis on their own.
co-ordinator	dr. R.K.J. Maseland
docenten	dr. R.K.J. Maseland, prof. dr. S. Beugelsdijk
programma	Courses Exchange (MSc): semester 1.1 and 1.2 not open (due to corona measures) (Courses Exchange Students (MSc) without limited access (sem 1.1 & 1.2 not open)), Courses Exchange (MSc): semester 1.1 and 1.2 not open (due to corona measures) (Courses Exchange Students (MSc) without limited access (sem 1.1 & 1.2 not open)), DD MSc IB&M – NUBS, Newcastle (1,5-jarig) (basisprogramma (start Groningen)), DD MSc IB&M – NUBS, Newcastle (1,5-jarig) (basisprogramma (start

Newcastle)), MSc Economic Development & Globalization / ED&G (keuzevak(ken) B MSc ED&G), MSc Economic Development & Globalization / ED&G (keuzevak(ken) B MSc ED&G), MSc International Business & Management/IB&M (basisprogramma MSc IB&M), Msc Philosophy, Politics and Economics, Wordt meerdere malen per jaar aangeboden, Wordt meerdere malen per jaar aangeboden

fase	master
periode	semester I b
studielast	5 EC
taal	Engels
vorm	-computer practicum, -hoorcollege , -werkcollege lectures and alternating tutorials/practicals
toets	-groepsopdracht The final form of grading will be announced.
entree	Admittance to the MSc IB&M and/or MSc ED&G
opm	GEM secretariat: phone +31 (0)50 363 3458, e-mail gem.feb@rug.nl, room 5411.0538

40. FOREIGN DIR. INVESTMENT & TRADE (MSC)

vakcode	EBM086A05
doel	The aim of this course is fourfold: 1. To Introduce modern globalization and the current discussion on the winners and losers of globalization. 2. To describe recent developments in international trade theory that highlight the importance of individual firms (including MNEs); illustrate what can (or cannot) be explained using standard trade theory; and why modern developments are essential to understanding international firms. 3. To examine recent empirical evidence in order to discover whether the theoretical predictions about trade, its consequences and MNE behavior correspond to the stylized facts in the “real world”. 4. To analyze empirical evidence that tries to explain various aspects of MNE behavior; export choice vs the MNE choice, the importance of organizational forms that make firms successful on the international market, etc.
co-ordinator	prof. dr. S. Brakman
docenten	dr. J. Canello, dr. T. Kohl, prof. dr. S. Brakman
programma	DD MSc ED&G - Lund University, Lund (2-jarig) (basisprogramma DD MSc ED&G - Lund University, Lund (2-jarig)), DD MSc IB&M – NUBS, Newcastle (1,5-jarig) (keuzevakken DD MSc IB&M - NUBS, Newcastle), MSc

Economic Development & Globalization / ED&G (basisprogramma MSc ED&G), MSc International Business & Management/IB&M (keuzevakken B MSc IB&M), MSc International Business & Management/IB&M (keuzevakken B MSc IB&M), Msc Philosophy, Politics and Economics, Wordt meerdere malen per jaar aangeboden, Wordt meerdere malen per jaar aangeboden

fase	master
periode	semester I a
studielast	5 EC
literatuur	<ul style="list-style-type: none">· Various, <i>Syllabus</i> with current journal articles· Helpman, E., <i>Understanding Global Trade</i> (as background/refresher) (ISBN: 9780674060784), € 24,80
taal	Engels
vorm	-hoorcollege , -werkcollege
toets	-schriftelijk tentamen (open vragen) written exam with open questions-100%; students will actively participate in group discussions. Group discussions are based on answers to questions (by lecturers) based on articles).
entree	Admittance to the MSc IE&B.
opm	The course will include one or more guest lectures if possible. Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538. Brakman is coordinator in I a, Kohl is coordinator in II a.

41. GLOBAL DYNAMICS AND LOCAL COSMOLOGIES: STUDYING RELIGIOUS CHANGE

vakcode	THM-GDLC5
doel	Students will be able to: <ul style="list-style-type: none">· Summarize and discuss theoretical approaches dealing with the study of culture and cultural change· Explain related analytical concepts like culture, value, hierarchy, structure, event, among others· Relate and discuss the theoretical approaches with reference to specific cases concerned with the dynamics between global and local processes
inhoud	The course intends to give insight into the processes that are involved in the interaction between local cultural and religious systems and global economic, political and ideological forces like capitalism and colonialism. In contrast to the widespread assumption that indigenous local cultures just give way to overpowering global forces there are many examples of local cultures dealing very creatively with aspects of globalization on their own terms.

We will deal initially with the concepts of society and culture in order to have a firm basis to discuss the dynamics between local and global patterns and cultural change. We will then discuss in some detail the theoretical approaches of Louis Dumont and Marshall Sahlins (perhaps others) in relation to specific cases. At the end of the course students will write a reflection essay in which they are asked to bring into dialogue a concrete ethnographic case with selected theories (or aspects thereof) discussed in the course.

co-ordinator	dr. P. Berger
docent	dr. P. Berger
programma	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
fase	
periode	semester I b
studielast	5 EC
literatuur	· <i>will be announced later</i>
taal	Engels
vorm	lectures and seminars
toets	written assignments per session (30%), presentation(s) (30%), reflection essay (40%)
opm	<ul style="list-style-type: none"> · Workload: sessions 21h, readings 80h (ca. 480 pages), written assignments 12h, presentation(s) 6h, reflection essay 21h. · Research master students, have a different course code:THRM-GDLC5. For these students there will be formulated an extra assignment. · "In the event of emergency situations and force majeure, such as societal lockdown, changes may need to be made to class schedules and assessment. Your lecturer will inform you of these changes as soon as possible, should such a situation arise."