

# **Prospectus**

## **MSc Philosophy, Politics and Economics**

**2022-2023**

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](http://roosters.rug.nl).

# Prospectus MSc Philosophy, Politics and Economics 2022-2023

## **1 Practical information**

All practical information on the academic year, course enrolment, schedules, tuition fees, housing etc. is available in the Study Guide of Philosophy 2022-2023 and on the Student Portal at <https://student.portal.rug.nl/infonet/studenten/>. For international students there's the Handbook for international students which is available on the Student Portal.

The Teaching and Examination Regulations (OER) and other information for students can be found on the Study Info tab in the Student Portal under Student 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's degree programmes.

### *Knowledge and understanding*

This first set of learning outcomes focuses on the students' acquisition 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 analyze, 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 labor 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 PPE Programme

The one-year Master consists of nine modules of 5 ECTS each and a 15 ECTS Master's (thesis course and) thesis. Three of these nine modules constitute the academic core of the programme: History of PPE, Theories of PPE, and Methods of PPE and the two PPE Policy Seminars. Four electives and the Master's thesis complete the programme.

	<i>1<sup>st</sup> Quarter</i>	<i>2<sup>nd</sup> Quarter</i>	<i>3<sup>rd</sup> Quarter</i>	<i>4<sup>th</sup> Quarter</i>
<i>Academic core</i>	Theories of PPE (5 ECTS)	Methods 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>			MA thesis course and thesis (15 ECTS)	

### *Core Modules*

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 labor, 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.

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.

### *Policy Seminars*

The aim of these modules is to 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 behavioral 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 (Karin Weel and/or 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 modules and electives*

Detailed information on the course units 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	<b>PPE Core modules</b>	ECTS	No
1	History of PPE		I
1	Theories of PPE		II
2	Methods of PPE		III
2	PPE Policy Seminar 1		IV
3	PPE Policy Seminar 2		V
4	Master's thesis course and thesis		VI

Quarter	<b>Electives</b>	Offered by	ECTS	No
1	Business Ethics	EC	5	1
1	Economic Development	EC	5	7
1	Emerging Markets (MSc)	EC	5	9
1	Environmental psychology	PS	5	10
1	Foreign Dir. Investment & Trade (MSc)	EC	5	14
1	International Banking and Finance	EC	5	19
1	Place, Regions and Identities	SS	5	22
1	Political Epistemology	FI	5	23
1	Religion, Conflict and Globalisation	TH	5	26
1	Social Phenomenology	FI	5	29
1	Theories of networks and sustainable cooperation	SOC	5	31
1	Violence	FI	5	34
1-2,3-4	Research Seminars International Relations	IR	10	27
2	Cultural Psychology	PS	5	6
2	Global Dynamics	TH	5	15
2	Global Finance and Growth	EC	5	16
2	Health Economics and Policy	EC	5	17
2	Personnel Economics	EC	5	21
2	Power and Leadership	PS	5	24
2	Responsible Finance and Investing	EC	5	28
2	Theory of Monetary Policy	EC	5	32
2	Trade, Environment and Growth	EC	5	33
2	World Economy in Historical Perspective	EC	5	35
3	Comparative Corporate Governance	EC	5	2
3	Comparative Environmental Analysis	EC	5	3
3	Consequentialism	FI	5	4
3	Country Studies	EC	5	5
3	Economic Geography	EC	5	8
3	<i>ESPF course TBA</i>	FI	5	11
3	Fallacies	FI	5	12
3	Fin. & Econ. Org. of Healthcare Markets	EC	5	13
3	Monetary Policy, Strategy and Operations	EC	5	20
4	Inclusive Finance	EC	5	18
4	Regulating Energy Markets	EC	5	25
4	Sustainability in Global Value Chains	EC	5	30

Electives are offered by: the PPE programme, the Master programs of Philosophy (FI), 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.** The periods during which students can register are set annually by the Faculty. In principle, fulltime students can register for up to 40 ECTS per semester. If you want to register for a course in the first quarter and you are not yet able to do so, or if you have other questions concerning course registration, please contact the study advisor, Karin Weel (until February 2023), or Janine Weeting (as of February 2023) at [fil-study-advisor@rug.nl](mailto: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, Karin Weel (until February 2023), or Janine Weeting (as of February 2023) at [fil-study-advisor@rug.nl](mailto:fil-study-advisor@rug.nl).

### *Research Orientation*

Over the course of quarters 1 to 3, students attend a minimum of two research talks (lectures/ other activities/ ESPF colloquia) organised by the Centre for PPE in Groningen, so as to get an impression of how cutting-edge PPE research can be conducted, presented, and discussed. A list of the (at least) two research talks attended is to be submitted at the start of the Master thesis course (see below), where students will reflect on possible research topics for their PPE thesis.

In exceptional circumstances when a student cannot attend any of the research talks organised by the Centre for PPE in Groningen, students can substitute those lectures with alternative PPE-related lectures elsewhere in person or online, in which case they submit the list with those alternatives and short descriptions of the content of these lectures (together not more than one page).

#### *Master's thesis course and thesis*

The Master's thesis course and thesis are compulsory and conclude the Master's degree programme. In the Master's 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 thesis course is offered in both Semester I and Semester II. Please note that each edition of the thesis course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. In order not to miss any announcement about this meeting, it is important to timely enroll for the Master's thesis course.

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

#### *Focus Area Sustainable Society*

As of 2022-2023, the PPE Master's programme offers students the possibility of specialisation in the so-called "Focus Area Sustainable Society". PPE-Students receive an annotation "Focus Area Sustainable Society" on their diploma supplement, if they have met the following requirements:

- Successful completion of at least two electives related to sustainable society;
- They write their Master's thesis on a topic related to this focus area;
- Students have to proactively get in touch with the PPE programme coordinator with a list of their relevant electives and the title and abstract of their thesis. The decision about suitable electives and thesis topics lies with the programme coordinator, on behalf of the Board of Examiners of the Faculty.

# PPE Course descriptions

## 1. PPE Core programme

### I. HISTORY OF PHILOSOPHY, POLITICS, AND ECONOMICS

<b>code</b>	FI174PPEH
<b>objectives</b>	<p>Upon completion of the course the student have:</p> <ul style="list-style-type: none"><li>· advanced knowledge and understanding of some key moments in the history of PPE</li><li>· Upon completion of the course the student are able to:</li><li>· explain and critically reflect on some key moments in the history of PPE</li><li>· 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.</li><li>· 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</li><li>· report on research in an academically sound way both orally and in written form.</li></ul>
<b>contents</b>	<p>While the name of 'PPE' dates back to the early 20th century, the combined study of philosophical, political and economic questions is at least as old as Plato and Aristotle, and today's PPE research frequently refers to these historical predecessors. Without aiming at providing an exhaustive historical survey, this course focuses on some key texts from the long history of PPE in Europe. 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.</p>
<b>coördinator</b>	prof. dr. L.W. Nauta
<b>lecturers</b>	Prof. Dr. L.M. Herzog, prof. dr. L.W. Nauta
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"><li>· <i>Texts will be made accessible via Brightspace</i></li></ul>
<b>language</b>	English
<b>format</b>	lecture, seminar Lecture and discussion (combined)

## **II. THEORIES OF PHILOSOPHY, POLITICS AND ECONOMICS**

<b>code</b>	FI184PPET
<b>objectives</b>	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.
<b>contents</b>	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.
<b>coördinator</b>	prof. dr. F.A. Hindriks
<b>lecturer</b>	prof. dr. F.A. Hindriks
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	· <i>Papers</i>
<b>language</b>	English

## **III. METHODS OF PHILOSOPHY, POLITICS AND ECONOMICS**

<b>code</b>	FI174PPEM
<b>objectives</b>	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.
<b>contents</b>	The course covers research tools for decision-making and interpreting evidence for the purposes of public policy. It covers causal modeling and impact assessment, as well as a range of decision-theoretic techniques including social choice theory, and methods for dealing with uncertainty in scientific evidence.
<b>coördinator</b>	Dr. L. Henderson
<b>lecturer</b>	Dr. L. Henderson
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	· <i>A list of readings will be made available on Brightspace.</i>
<b>language</b>	English
<b>format</b>	discussion group, lecture Lecture and class discussion
<b>assessment</b>	Written exam

## **IV. PPE POLICY SEMINAR 1**

<b>code</b>	FI174SEMP1
<b>objectives</b>	The aim of this module is to give students the opportunity to apply PPE methods and theories to concrete policy issues.
<b>contents</b>	The aim of this module is give students the opportunity to apply normative

and social scientific methods and theories to concrete policy issues, deepening their understanding of relevant policy tools, and to design models of particular issues. Students will collect, combine and analyze background information, and retrieve and interpret relevant research that they have encountered in the other modules as well as new work. This module is highly practice oriented, and stimulates students to think about the grand challenges confronting society, with careful attention to the concrete and varying legal environments in which policy makers operate. Topics discussed are closely related to research conducted by Groningen faculty, and vary. In the past, they have included health care, (in)equality, artificial intelligence, sustainability, responsible finance, climate change, and the natural environment.

<b>coördinator</b>	prof. dr. B.P. de Bruin
<b>lecturer</b>	prof. dr. B.P. de Bruin
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	· <i>Made available through Brightspace</i>
<b>language</b>	English
<b>format</b>	workshop Lecture/tutorial

#### **V. PPE POLICY SEMINAR 2**

<b>code</b>	FI174SEMP2
<b>objectives</b>	<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>
<b>contents</b>	<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>

<b>coördinator</b>	Dr. A.T. Schmidt
<b>lecturer</b>	Dr. A.T. Schmidt
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>· <i>A reading list will be provided before the seminar.</i></li> <li>· Harvard University Press, 2015, Among other things, we will read chapters from Anthony B. Atkinson, <i>Inequality</i></li> <li>· Princeton University Press, 2017, Christopher H. Achen and Larry M. Bartels, <i>Democracy for Realists: Why Elections Do Not Produce Responsive Government</i></li> <li>· <i>No books need to be purchased ahead of class</i></li> </ul>
<b>language</b>	English
<b>prerequisites</b>	Theories of PPE, Methods of PPE, PPE Policy Seminar 1
<b>remarks</b>	<p>Students also have to give a presentation, but the presentation is not graded.</p> <p>While all PPE students must take this course, they should still sign up for it on Brightspace.</p>

#### **VI. PPE MASTER'S THESIS COURSE AND THESIS**

<b>code</b>	F1174S15
<b>objectives</b>	<p>In the Master's 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>
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester II
<b>credits</b>	15 EC
<b>language</b>	English
<b>remarks</b>	<p>Please note that the Thesis Course will be prepared in an obligatory meeting, that takes place about two weeks after the start of the semester. The Thesis Course is also offered in Semester I.</p> <p>In order not to miss any announcement about this meeting, it is important to timely enroll for the bachelor thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.</p>

## 2. Electives

### 1. BUSINESS ETHICS

<b>code</b>	EBM043A05
<b>objectives</b>	Upon completion of the course the student is able to: <ol style="list-style-type: none"><li>1. identify morally relevant aspects of decisions, and identify one's responsibilities</li><li>2. analyze moral aspects of decisions</li><li>3. develop ways to resolve moral dilemmas</li><li>4. explain and apply main theories, arguments, and concepts from business ethics</li><li>5. explain and apply some theories and concepts from moral psychology</li><li>6. cope successfully with moral dilemmas in accounting, finance, management, marketing, and international business</li><li>7. distinguish moral issues concerning corporate social responsibility, customers, and environment</li><li>8. appraise moral role of the individual in an organization</li><li>9. report orally and in written form on moral decision making in business</li><li>10. discuss and debate moral issues in business.</li></ol>
<b>contents</b>	Bonuses, board diversity, consumer rights, corporate social responsibility, suggestive or deceptive marketing techniques, bribes to get international contracts—ethics is everywhere in business. But research in moral psychology shows that we often fail to see what is morally important about a situation. And if we do see it, we often don't know how to deal with it. And even if we know how to deal with it, we often don't act accordingly. For all sorts of reasons. This course takes a practical approach to business ethics. Its main objectives are to foster sensitivity to moral aspects of decisions; to teach analytic skills that help you take a position in moral debates and to give a reasonable justification for your position; and to develop ways to successfully cope with moral dilemmas and issues. We examine the main normative theories in business ethics, moral psychology, corporate social responsibility, customer relations, and the environment; we consider specific moral issues in accounting, finance, international business management, and marketing; and we approach these theories, arguments, and concepts in highly interactively ways, devoting significant part of the time to a number of important and well known cases from business ethics by means of collaborative in-class assignments.
<b>coördinator</b>	dr. R.O.S. Zaal
<b>lecturers</b>	J.A.M. de Grefte, J.R. de Wit PhD., dr. R.O.S. Zaal
<b>programme</b>	Courses Exchange (MSc) ( Courses 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

<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>· Various, <i>Articles to be made available through Brightspace</i></li> <li>· Gibson, K., <i>Ethics and Business: An Introduction</i>, Cambridge U.P. (ISBN: 9780521682459), ca. € 30.00</li> </ul>
<b>language</b>	English
<b>format</b>	-tutorial, -lecture
<b>assessment</b>	-group assignment , -individual assignment
<b>remarks</b>	Secretary: Grietje Pol, phone: +31 (0)50 363 3685, e-mail: g.pol@rug.nl, room: 5411.0836

## **2. COMPARATIVE CORPORATE GOVERNANCE**

<b>code</b>	EBM083A05
<b>objectives</b>	<p>Upon completion of the course, the student is able to:</p> <ol style="list-style-type: none"> <li>1. Describe the relevant aspects of corporate governance and the upper echelon theory.</li> <li>2. Explain and summarize specific issues in the application of both to Multinational Companies from a comparative perspective.</li> <li>3. Evaluate and critically review journal articles related to both in Multinational Companies from a comparative perspective.</li> <li>4. Do empirical research on the antecedents and/or consequences of TMT composition of Multinational Companies from a comparative perspective.</li> <li>5. Analyse and report through presentations and in writing on the findings in a clear way.</li> </ol>
<b>contents</b>	<p>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</p>

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.

<b>coördinator</b>	dr. K. van Veen
<b>lecturers</b>	Dr. E. Mendiratta, dr. K. van Veen
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), 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 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
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	· Various, <i>Academic articles</i>
<b>language</b>	English
<b>format</b>	-lecture, combined lectures/tutorials
<b>assessment</b>	-group assignment , -group oral presentation , -individual assignment , -written exam (open questions)
<b>remarks</b>	Secretariat GEM: e-mail gem.feb@rug.nl, phone +31(0)50 363 3458, room 5411.0538 Coordinator: e-mail k.van.veen@rug.nl

### **3. COMPARATIVE ENVIRONMENTAL ANALYSIS**

<b>code</b>	EBM084B05
<b>objectives</b>	Upon completion of the course the student is able to: 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 analysis

4. Apply statistical techniques that are widely used in comparative analysis correctly
5. Understand and replicate the methodology behind leading frameworks in comparative analysis

<b>contents</b>	This course aims to familiarize students with the most widely used frameworks in comparative 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 analysis on their own.
<b>coördinator</b>	prof. dr. S. Beugelsdijk
<b>lecturer</b>	prof. dr. S. Beugelsdijk
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), DD MSc IB&M – NUBS, Newcastle (1.5-year) (core programme (start Newcastle)), MSc Economic Development & Globalization / ED&G (elective(s) B MSc ED&G), MSc International Business & Management/IB&M (electives A MSc IB&M), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>language</b>	English
<b>format</b>	-computer practical, -lecture, -tutorial lectures and alternating tutorials/practicals
<b>assessment</b>	-group assignment , -written exam (open questions)
<b>prerequisites</b>	Admittance to the MSc IB&M and/or IEB
<b>remarks</b>	GEM secretariat: phone +31 (0)50 363 3458, e-mail gem.feb@rug.nl, room 5411.0538

#### **4. CONSEQUENTIALISM**

<b>code</b>	FI184AS
<b>objectives</b>	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.
<b>contents</b>	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 some 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? Can consequentialism handle collective action problems? 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? In the last third of the course, we consider what consequentialism has to say on some issues in applied ethics, including non-human animals, effective altruism, and future generations.

<b>coördinator</b>	Dr. A.T. Schmidt
<b>lecturer</b>	Dr. A.T. Schmidt
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	· <i>Readings will be made available ahead of the class</i>
<b>language</b>	English
<b>assessment</b>	essay  Essay (students are examined based on one paper they write at the end of the course)
<b>prerequisites</b>	Basic knowledge in ethics required

## 5. COUNTRY STUDIES

<b>code</b>	EBM093A05
<b>objectives</b>	Upon completion of the course the student is able to: <ol style="list-style-type: none"> <li>1. Synthesize the main findings in the academic literature on the determinants of growth.</li> <li>2. Collect and evaluate the required data and information to write a country chapter.</li> <li>3. Analyse the drivers of income differences and growth drivers</li> <li>4. Orally present own work and engage in academic debate with peers.</li> <li>5. Write an individual thematic chapter of the country report.</li> <li>6. Critically evaluate work of others in the group and collaborate on writing the full country report.</li> </ol>
<b>contents</b>	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 analyze the causes and consequences of economic

development in a specific country. As part of a small team, you will focus on one particular theme such as the education system, trade, the business environment or the financial sector. Your analysis will be based on academic literature and on 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 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 group grade for a development accounting exercise.

<b>coördinator</b>	K.M. Wacker PhD.
<b>lecturers</b>	Dr. R.H.T. Wiese, K.M. Wacker PhD., Dr. A. Minasyan, Dr. A.C. Steiner
<b>programme</b>	Courses Exchange (MSc) ( Courses 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), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), MSc Economics (electives C MSc Economics), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	Various, <i>Academic articles and statistical data available via the library</i>
<b>language</b>	English
<b>format</b>	-group supervision, -individual supervision, -lecture, -practical
<b>assessment</b>	-group assignment , -individual assignment  Students will be assessed based on a thematic chapter (individual), a country summary chapter (group), the quality of the feedback they provide for fellow students (individual assignment) and a (group) development accounting exercise
<b>prerequisites</b>	Bachelor's degree in Economics and Business Economics or comparable qualification. Builds on knowledge of macroeconomics and economic growth.
<b>remarks</b>	Secretary GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538 Coordinator: k.m.wacker@rug.nl

## 6. CULTURAL PSYCHOLOGY

<b>code</b>	PSMSB-12
<b>objectives</b>	<p>After the course, the students:</p> <ul style="list-style-type: none"><li>- can analyze “culture” in a psychological (rather than geographical) sense,</li><li>- can formulate questions fundamental similarities and differences between different members of different cultures,</li><li>- can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self,</li><li>- can translate theoretical and empirical knowledge about cultural psychology to practical ‘everyday’ and societal situations (e.g., coping with cultural differences on the workforce, immigration),</li><li>- can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment).</li></ul>
<b>contents</b>	<p>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.</p>
<b>coördinator</b>	prof. dr. M. van Zomeren
<b>lecturer</b>	prof. dr. M. van Zomeren
<b>programme</b>	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma psychology (EN) (Ma psychology (Applied Social Psychology)), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"><li>· Smith, P.B., Fischer, R., Vignoles, V. &amp; Bond, M.H. (2013). , <i>Understanding Social Psychology across Cultures. Engaging with</i></li></ul>

*others in a changing world. London: Sage (ISBN: 9781446267110), ca. € 50.00*

<b>language</b>	English
<b>format</b>	lecture
<b>assessment</b>	essay, written exam (essay), written exam (multiple choice)

## **7. ECONOMIC DEVELOPMENT**

<b>code</b>	EBM095B05
<b>objectives</b>	Upon completion of the course the student: 1. Can explain academic knowledge and apply frameworks for analyzing economic development and sustainability. 2. able to interpret and discuss data and findings in scientific, subject-specific publications on economic development and sustainability. 3. Can reflect on their own economic argumentation and and give constructive feedback on that of fellow students.
<b>contents</b>	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, and what are the implications of recent changes to trade and technology? What are the implications for inequality and the sustainability of living standards around the world? 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.
<b>coördinator</b>	dr. G.J. de Vries
<b>lecturers</b>	dr. G.J. de Vries, prof. dr. R.C. Inklaar
<b>programme</b>	DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), 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 C 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, MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial Sciences)
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	· Various, <i>Journal articles (to be announced)</i>

<b>language</b>	English
<b>format</b>	-lecture, -tutorial
<b>assessment</b>	-computer test/weekly quiz, -individual assignment , written exam with open questions "Final written exam with open questions and during the course several feedback assignments "
<b>prerequisites</b>	Intermediate-level of knowledge on theory and empirics of Economic Growth or Development Economics is strongly recommended.
<b>remarks</b>	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538 Coordinator: g.j.de.vries@rug.nl

## **8. ECONOMIC GEOGRAPHY**

<b>code</b>	EBM094A05
<b>objectives</b>	Upon completion of the course the student is able to: 1. Write a critical review of an academic paper (as done by reviewers after submission to a journal) 2. Interpret the content of scholarly journal articles 3. Reflect upon and position key developments in economic geography and discuss the link between economic geography and international business 4. Write a scholarly essay using the insights generated by the 'review exercise' 5. Present a scholarly paper and reflect on its strengths and weaknesses thereby
<b>contents</b>	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.
<b>coördinator</b>	prof. dr. S. Brakman
<b>lecturers</b>	prof. dr. S. Brakman, Guest Lecturer(s), prof. dr. J.H. Garretsen
<b>programme</b>	Courses Exchange (MSc) ( Courses 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 IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), 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 C MSc Economics), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics, MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial

	Sciences)
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>· 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</li> <li>· , ca. € 62.99</li> <li>· Various, <i>In addition, recent state-of-the-art articles will be selected (these will change on a year-to-year basis)</i></li> </ul>
<b>language</b>	English
<b>format</b>	-computer practical, -lecture, -tutorial tutorials are discussions of questions that are provided by lecturers and answered by students (handed in)
<b>assessment</b>	-individual assignment , written exam with open questions
<b>prerequisites</b>	Basic knowledge of International Trade Theory and Micro-Economics
<b>remarks</b>	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538

### 9. EMERGING MARKETS (MSC)

<b>code</b>	EBM085A05
<b>objectives</b>	<p>Upon completion of the course, the student is able to:</p> <ol style="list-style-type: none"> <li>1. Identify and describe: <ul style="list-style-type: none"> <li>• emerging markets</li> <li>• emerging market multinational firms</li> </ul> </li> <li>2. Recognize and distinguish between the macro-, meso- and micro-level contingencies shaping firm behavior in emerging markets.</li> <li>3. Describe and discriminate various forms of organizations in emerging markets such as private, family-owned, state-owned, and business group affiliated firms.</li> <li>4. Distinguish, apply and evaluate theories of strategic management and international business to explain: <ul style="list-style-type: none"> <li>• firm behavior in emerging economies</li> <li>• multinational firm behavior investing in to emerging markets, and investing out of emerging markets.</li> </ul> </li> <li>5. Analyze and synthesize information to solve business cases and real-world issue(s).</li> <li>6. Relate logically arrived solution(s) to real-world issues with theory and formulate opinion.</li> <li>7. Articulate and present opinion(s) in a written or oral form.</li> </ol>
<b>contents</b>	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,

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.

<b>coördinator</b>	Dr. S.R. Gubbi
<b>lecturers</b>	L. Ge, Dr. S.R. Gubbi
<b>programme</b>	Courses Exchange (MSc) ( Courses 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 C 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
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>· Various, <i>Business cases, download links will be made available*</i></li> <li>· Various, <i>Published articles in academic journals and business magazines*, to be accessed using RuG library resources</i></li> </ul>
<b>language</b>	English
<b>format</b>	lectures and tutorials
<b>assessment</b>	<p>-group assignment , -individual assignment , -written exam (open questions) , active participation</p> <p>For regular students, it is important to participate in all the classroom related activities and assignments.</p>
<b>prerequisites</b>	<p>&gt; Student has prior knowledge and understanding of international business and multinational working environment. &gt; Student is able to read, comprehend and analyze academic case studies and company annual reports.</p> <p>&gt; Student is able to synthesize factual data/information, identify patterns/trends, evaluate a business situation, and effectively</p>

communicate orally or in written form.

> Student is familiar and able to extract relevant information from library sources such as Business Source Premier, Lexis-Nexis, and ORBIS database.

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

## **10. 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** Current global trends indicate that human impacts on the environment are considerable. At the same time, environmental conditions affect our behaviour and wellbeing. How can we encourage people to act more 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 effective and acceptable ways to promote behaviour change to manage environmental problems. We will particularly consider psychological aspect related to energy problems, and ways to promote sustainable energy transitions. Various experts in the field will give guest lectures.

**coördinator** C.A. Kok MSc.

**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 (Electives Year 2), Msc Philosophy, Politics and Economics

<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	· Linda Steg & Judith I.M. de Groot, <i>Environmental psychology: An introduction (2nd edition)</i> (ISBN: 9781119241089), ca. € 40.00
<b>language</b>	English
<b>format</b>	lecture
<b>assessment</b>	written exam (essay) DIGITAL
<b>prerequisites</b>	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

### **11. ESPF COURSE TBA**

<b>code</b>	FI224PR
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>language</b>	English

### **12. FALLACIES**

<b>code</b>	FI204JL
<b>objectives</b>	<p>Upon completion of the course, the students can:</p> <ul style="list-style-type: none"> <li>● Discuss the conceptualization of (would-be) fallacies such as Fallacy of Popularity, Emotional Appeal, Ambiguity, Appeal to Authority, Personal Attack, Fallacy of the Stick.</li> <li>● Discuss various evaluative perspectives on fallacies as provided by: Dialogue types (inquiry dialogue, deliberation dialogue, persuasion dialogue, negotiation dialogue, information seeking and eristic dialogue), epistemology, logic, rhetoric.</li> <li>● Discuss norms for balancing adversariality and cooperation.</li> <li>● Develop an argumentation theory about a fallacy at choice, and report on it in an essay.</li> </ul>
<b>contents</b>	In this course, we discuss the nature of a cogent argument, and how it connects to 'means of persuasion' such as pressure, emotion, trust and reliability, and the vagaries of meaning. The recurring theme is: what distinguishes reasonable and fallacious uses, and how far can we get with building a dialogue-theoretical model of these fallacies? We focus on: the fallacy of the stick ( <i>ad baculum</i> ), the fallacy of bargaining, the pathetic fallacy ( <i>ad populum</i> ), arguments from popularity (also a kind of <i>ad</i>

*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? Should discussion be adversarial or cooperative?

<b>coördinator</b>	dr. J.A. van Laar
<b>lecturer</b>	dr. J.A. van Laar
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	· <i>Digital reader "Fallacies"</i>
<b>language</b>	English
<b>prerequisites</b>	None required

### **13. FINANCIAL AND ECONOMIC ORGANIZATION OF HEALTHCARE MARKETS**

<b>code</b>	EBM194A05
<b>objectives</b>	<p>After completion of this course in health economics you are able to:</p> <ol style="list-style-type: none"> <li>1. Explain and evaluate the economics behind health insurance, from an individual, firm and societal perspective.</li> <li>2. Outline, and explain possible reactions to, incentives faced by physicians, hospitals, and the pharmaceutical industry.</li> <li>3. Discuss how regulation can and should affect incentives faced by these actors.</li> <li>4. Outline how the pharmaceutical industry carries out and makes decisions regarding research and development.</li> </ol>
<b>contents</b>	<p>This course incorporates an advanced perspective on the economics behind organizations operating in the health and healthcare sectors. We recap the individual decision to buy health insurance and discuss the social benefits and costs arising from its provision. We explain why health insurance markets may fail, and solutions that may arise to obviate such market failure. We then discuss major actors in health and healthcare markets: physicians, hospitals, and the pharmaceutical industry. We examine how principal-agent problems characterize the patient-physician relationship. We examine funding methods for hospitals and their impact on physician's incentives. We finally examine the role of the pharmaceutical industry in researching and developing new health technologies and treatments, as well as the process of getting drugs to market.</p>
<b>coördinator</b>	Dr. A. Bergemann
<b>lecturers</b>	Dr. A. Bergemann, H.H. Dijk PhD.

<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), DD MSc Economics - Universidad de Chile, Santiago (1.5-year) (electives for students from Chile), MSc BA - Change Management (electives MSc BA Change Management), MSc BA - Health (electives A 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 Economics (electives C MSc Economics), MSc Finance (electives A MSc Finance), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	· Bhattacharya, Jay, Timothy Hyde, Peter Tu, <i>Health Economics</i> (ISBN: 9781137029966), ca. € 77.00
<b>language</b>	English
<b>format</b>	-lecture, -tutorial and seminars
<b>assessment</b>	-group assignment , -written exam (open questions)
<b>remarks</b>	Secretary: Kim Beute, phone: +31(0)50 36 37018, e-mail: k.beute@rug.nl, room 5411.0734.

#### **14. FOREIGN DIR. INVESTMENT & TRADE (MSC)**

<b>code</b>	EBM086A05
<b>objectives</b>	<ol style="list-style-type: none"> <li>1. Understand Globalization, understand the role of the firms in Globalization, understand the importance of organizational forms in globalization</li> <li>2. Examine causes and consequences of Globalization in relation to Foreign Direct Investments.</li> <li>3. Discuss the effects of globalization in terms of risks/benefits based on state-of-the art current research.</li> <li>4. Argue on the basis of current research what the benefits of FDI are in relation to international trade and the economic performance of countries.</li> <li>5. Communicate the conclusions of recent research and empirics to a professional audience.</li> </ol>
<b>contents</b>	<p>The aim of this course is fourfold:</p> <ol style="list-style-type: none"> <li>1. To Introduce modern globalization and the current discussion on the winners and losers of globalization.</li> <li>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.</li> <li>3. To examine recent empirical evidence in order to discover whether the theoretical predictions about trade, its consequences and MNE behavior</li> </ol>

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.

<b>coördinator</b>	prof. dr. S. Brakman
<b>lecturers</b>	prof. dr. S. Brakman, prof. dr. J.H. Garretsen, dr. T. Kohl
<b>programme</b>	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), Is given several times a year, MSc Economic Development & Globalization / ED&G (core programme MSc ED&G), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Business & Management/IB&M (electives B MSc IB&M), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"><li>· Various, <i>Syllabus</i> with current journal articles</li><li>· Helpman, E., <i>Understanding Global Trade</i> (as background/refresher) (ISBN: 9780674060784), € 24.80</li></ul>
<b>language</b>	English
<b>format</b>	-guest lecture, -lecture, -tutorial
<b>assessment</b>	<p>The course will include one or more guest lectures which will focus on a selected topic appearing in the list of “Educational Goals”.</p> <p>-written exam (open questions)</p> <p>Students will actively participate in group discussions;this will not be individually assessed. During the course each student has to prepare and present answers to a specific set of questions related to the articles. The benefit for students is an excellent preparation for the exam.</p>
<b>prerequisites</b>	Admittance to the MSc ED&G.
<b>remarks</b>	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.

#### **15. GLOBAL DYNAMICS AND LOCAL COSMOLOGIES: STUDYING RELIGIOUS CHANGE**

<b>code</b>	THM-GDLC5
<b>objectives</b>	Students will be able to: <ul style="list-style-type: none"><li>· Summarize and discuss theoretical approaches dealing with the study of culture and cultural change</li><li>· Explain related analytical concepts like culture, value, hierarchy,</li></ul>

structure, event, among others

- Relate and discuss the theoretical approaches with reference to specific cases concerned with the dynamics between global and local processes

<b>contents</b>	<p>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.</p> <p>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.</p>
<b>coördinator</b>	Dr. P. Berger
<b>lecturer</b>	Dr. P. Berger
<b>programme</b>	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
<b>phase</b>	
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	· <i>will be announced later</i>
<b>language</b>	English
<b>format</b>	lectures and seminars
<b>assessment</b>	written assignments per session (30%), presentation(s) (30%), reflection essay (40%)
<b>remarks</b>	<ul style="list-style-type: none"><li>· Workload: sessions 21h, readings 80h (ca. 480 pages), written assignments 12h, presentation(s) 6h, reflection essay 21h.</li><li>· * Research master students can follow this course but will have a different course code: THRM-GDLC5. To complete this course as a ResMa student, they will do slightly modified assignments. This will be explained in the course guide.</li><li>· 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</li></ul>

soon as possible, should such a situation arise.

## **16. GLOBAL FINANCE AND GROWTH**

<b>code</b>	EBM150A05
<b>objectives</b>	Upon completion of the course the student is able to: 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.
<b>contents</b>	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.
<b>coördinator</b>	prof. dr. D.J. Bezemer
<b>lecturers</b>	Dr. A.C. Steiner, prof. dr. D.J. Bezemer
<b>programme</b>	Courses Exchange (MSc) ( Courses 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
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>language</b>	English
<b>format</b>	-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.)
<b>assessment</b>	-computer test/weekly quiz, -group assignment , -individual assignment In some weeks there is an online test. There is a mid term assignment

	and a final assignment.
<b>prerequisites</b>	You should understand balance sheets, national accounting, the balance of payments system, and basic international macroeconomics (exchange rates, interest rates, capital flows)
<b>remarks</b>	Secretary: gem.feb@rug.nl; 050 363 3458; 5411.0538

## **17. HEALTH ECONOMICS AND POLICY**

<b>code</b>	EBM195A05
<b>objectives</b>	After completion of this course in health economics you are able to: <ol style="list-style-type: none"> <li>1. Explain why health economics exists as a distinct branch of economics.</li> <li>2. Outline, and critique, common economic models of individual decision-making with regard to health.</li> <li>3. Explain how principles of economics inform public policy with regard to health.</li> <li>4. Discuss how future health policy may be affected by demographic pressures.</li> <li>5. Outline how developing countries may face specific different challenges.</li> </ol>
<b>contents</b>	This course incorporates an advanced perspective on the application of economic principles to analyse health and healthcare. We recap and critique the dominant economic model (the “Grossman model”) of individual decision-making with regard to health, highlighting both general problems and problems specific to particular aspects of health, such as mental health. We then consider areas where health economics can inform public policy with regard to health specifically. and how such policy may respond in the future to demographic pressures. We finish by considering how poorer countries face different policy questions.
<b>coördinator</b>	Prof. Dr. J.O. Mierau
<b>lecturers</b>	prof. dr. G.J. van den Berg, Prof. Dr. J.O. Mierau
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), MSc BA - Health (electives A MSc BA Health), MSc Economics (electives C MSc Economics), MSc Finance (electives B MSc Finance), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	· Bhattacharya, Jay, Timothy Hyde, Peter Tu, <i>Health Economics</i> , 2013, Palgrave (ISBN: 9781137029966), ca. € 71.00
<b>language</b>	English
<b>format</b>	-lecture, -tutorial
<b>assessment</b>	-written exam (open questions)
<b>remarks</b>	Info: Prof Jochen Mierau, e-mail: j.o.mierau@rug.nl Secretary: Kim Beute, e-mail: k.beute@rug.nl, room 5411.0734, phone:

## **18. INCLUSIVE FINANCE**

<b>code</b>	EBM069B05
<b>objectives</b>	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.
<b>contents</b>	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'.
<b>coördinator</b>	Dr. K. Czura
<b>lecturers</b>	Dr. K. Czura, Guest Lecturer(s), Dr. A.M. Mueller
<b>programme</b>	Courses Exchange (MSc) ( Courses 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 Finance - Lund University, Lund (1.5-year) (core programme for students from FEB), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), MSc BA - Health (electives B MSc BA Health), MSc Economic Development & Globalization / ED&G (elective(s) B MSc ED&G), MSc Economics (electives C 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
<b>phase</b>	master
<b>period</b>	semester II b

<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>· Armendáriz, Beatriz, Jonathan Morduch, <i>The Economics of Microfinance</i>, 2nd edition, MIT Press Ltd, 2010 (ISBN: 9780262513982), ca. € 33.00</li> <li>· Various, <i>List of academic papers</i></li> </ul>
<b>language</b>	English
<b>format</b>	-guest lecture, -lecture, -tutorial and guest lectures
<b>assessment</b>	-group oral presentation , -written exam (open and mc questions)
<b>prerequisites</b>	The course is open for all students with a Bsc in business or economics.
<b>remarks</b>	<p>The course can be followed as an elective for the different master programmes within the Faculty of Economics and Business.</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: Ellie Jelsema, phone: +31 (0)50 3633685, e-mail: e.t.jelsema@rug.nl, room: 5411.0836</p>

### **19. INTERNATIONAL BANKING AND FINANCE**

<b>code</b>	EBM096A05
<b>objectives</b>	<p>Upon completion of the course the student:</p> <ol style="list-style-type: none"> <li>1. Understands the fundamentals of money, credit and banking.</li> <li>2. can describe, analyze and evaluate nonbank financial institutions, financial innovations and internationalization.</li> <li>3. can describe, analyze and evaluate consequences for the economy's growth and stability.</li> <li>4. can interpret theory and empirical findings of a scientific paper and critically evaluate them.</li> <li>5. can effectively use this knowledge in open conversations, in debates and in writing.</li> </ol>
<b>contents</b>	<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>
<b>coördinator</b>	prof. dr. D.J. Bezemer
<b>lecturers</b>	Guest Lecturer(s), prof. dr. D.J. Bezemer
<b>programme</b>	<p>Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from Lund), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), MSc Economic Development &amp; Globalization / ED&amp;G (elective(s) A MSc ED&amp;G), MSc Economics (electives C MSc Economics), MSc Finance (electives B MSc Finance), MSc</p>

	International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>language</b>	English
<b>format</b>	-lecture, -tutorial
	There is also online learning with online lectures and reading materials
<b>assessment</b>	-computer test/weekly quiz, -individual assignment
	Each week there is an online test. There is a two assignment. There is no final exam
<b>prerequisites</b>	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.
<b>remarks</b>	Secretariat GEM: e-mail gem.feb@rug.nl, room 5411-0538; 050-3633458

## **20. MONETARY POLICY, STRATEGY AND OPERATIONS**

<b>code</b>	EBM107B05
<b>objectives</b>	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> <li>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 crises (2007-2010), the European sovereign debt crisis (2010-2014), the monetary policy consequences of the pandemic and the response of the ECB to these crises.</li> <li>2. Advise economic policymakers on the optimal monetary/fiscal/structural policy mix in individual EMU countries.</li> <li>3. Carry out a comparative analysis of the pros and cons of various forms of monetary policy operations both in normal and crisis times.</li> <li>4. Understanding of the strategic and operational dimensions of monetary policy decision making and its relations with monetary policy transmission channels, with an emphasis on (but not limited to) the EMU.</li> <li>5. Form an opinion of the consequences of being in an incomplete monetary union and propose policy proposals to address its shortcomings.</li> <li>6. Discuss the channels of interaction between the real and financial sectors of the economy and the role of financial market imperfections.</li> <li>7. Carry out a comparative analysis of the pros and cons of various monetary policy strategies.</li> </ol>
<b>contents</b>	The course will discuss the following topics: Monetary policy transmission mechanisms, financial market imperfections in the context of the interaction between the real and financial sectors of the economy; monetary policy strategies, modes of implementation of monetary policy decisions in money markets, European Economic and Monetary Union and

the European System of Central Banks; European monetary policy (conventional and unconventional, strategic and operational, role of the euro); global financial crisis; European debt crisis; monetary policy and the pandemic; European Banking Union; supporting policies needed in an incomplete monetary union; systemic risk and financial (in)stability.

<b>coördinator</b>	prof. dr. J.M. Berk
<b>lecturers</b>	prof. dr. J.M. Berk, S. Pool MSc.
<b>programme</b>	Courses Exchange (MSc) ( Courses 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 B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester II a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>· Various, <i>Articles that will be announced on Brightspace</i></li> <li>· De Grauwe, P., <i>The Economics of Monetary Union</i>, 2020, Oxford University Press, Oxford, 13th edition (ISBN: 9780192849779), ca. € 54.00</li> <li>· Bindseil, U., <i>Monetary Policy Operations and the Financial System*</i>, 2014, Oxford University Press, Oxford, (ISBN: 9780198716907), ca. € 60.00</li> </ul>
<b>language</b>	English
<b>format</b>	-guest lecture, -lecture
<b>assessment</b>	-written exam (open questions)
<b>prerequisites</b>	Open for all Master students
<b>remarks</b>	<p>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</p>

## **21. PERSONNEL ECONOMICS**

<b>code</b>	EBM678A05
<b>objectives</b>	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"> <li>1. Classify the underlying economic principles of HR instruments.</li> <li>2. Combine different economic models and theories of personnel policies.</li> <li>3. Argue why different types of organizations use different personnel policies.</li> <li>4. Argue why it is important to be a fair employer.</li> <li>5. Balance the interests of both employer and employees.</li> <li>6. Convince financial and other managers of effects and efficiency of</li> </ol>

personnel policies.

<b>contents</b>	Central to the course is the application of economic principles to the field of Human Resources Management. Knowledge of these principles enables a human resource manager or general manager (responsible for personnel matters) to communicate with financial and other managers about effects and efficiency of personnel policies. These principles provide the manager with tools for gathering data from different information systems for effective use with regard to personnel decisions, too. Personnel economics suggests which data are necessary for taking meaningful decisions. The course is not only concerned with costs and benefits of personnel but investigates a wide range of personnel policies. The economic insights are used to formulate sustainable personnel policies. Problems that will be dealt with are: when and how much to invest in personnel, how to select personnel, whom should be dismissed etc. Much attention will be paid to compensation. Should employees receive incentive pay or an hourly wage? Should employees work in teams or should they specialise? Attention will also be paid to non-monetary rewards, gossip, and politicking. The main advantage of this course is the clear application of economic principles to a wide range of topics. Students learn the underlying economic principles of HR instruments. Knowledge of these principles can be used in all kinds of situations. The course will give the students new solutions for existing problems and shows why some of the standard practices should be changed.
<b>coördinator</b>	dr. P.H. van der Meer
<b>lecturer</b>	dr. P.H. van der Meer
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), Is given several times a year, MSc Human Resource Management/HRM (electives A MSc HRM), MSc Human Resource Management/HRM (electives A MSc HRM), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"><li>· Various, <i>Articles cited at the companion Brightspace site.</i></li><li>· Lazear, Edward P., Michael Gibbs, <i>Personnel Economics in practice</i>, 2015, John Wiley &amp; Sons, Hoboken NJ. 3rd Edition, October 2014, ©2015 (ISBN: 9781118918760), € 63.00</li></ul>
<b>language</b>	English
<b>format</b>	-guest lecture, combined lectures/tutorials Mandatory lectures
<b>assessment</b>	-active participation, -computer test/weekly quiz, -written exam (open questions)
<b>remarks</b>	This course will be offered in semester 1b and 2a For further information please contact the secretary of MSc HRM: Zedef

Karakayali, e-mail: z.karakayali@rug.nl - phone: +31 (0)50 363 4288, room 5411-0343

## **22. PLACE, REGIONS AND IDENTITIES**

<b>code</b>	CFMCG01A05
<b>objectives</b>	Upon completion of this course, the students should be able to: 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 theoretical perspectives 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.
<b>contents</b>	<p>With increasingly globalizing societies, culture and identity processes have undergone remarkable changes. Regional culture and identity have become important tools to internally create social cohesion in an increasingly individualistic and networked society, and lead to socio-economic development in a globally competitive market place. Paradoxically, that 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 geography, especially as they pertain to this role of culture and identity in places and regions in a globalizing society. The course is general in its focus (i.e. no specific location implied) but highlights concrete patterns and processes likely to be active in specific places through both conceptual and empirical discussions.</p> <p>To different extents, the course addresses the Sustainable Development Goals 10 (reduced inequalities), 11 (sustainable cities and communities), 13 (climate action), 15 (life on land), as well as 16 (peace, justice and strong institutions).</p>
<b>lecturer</b>	prof. dr. C.F. van den Berg
<b>programme</b>	MSc Cultural Geography, Msc Philosophy, Politics and Economics, MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial Sciences)
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>language</b>	English
<b>format</b>	seminar
<b>assessment</b>	Exam

## **23. POLITICAL EPISTEMOLOGY**

<b>code</b>	FI224PE
<b>objectives</b>	The aim of this course is to familiarize students with debates about the

epistemic properties of markets, epistemic arguments for and against democracy, and current problems of public epistemology. At the end of the course, students should know about central conceptual debates around notions such as “knowledge” and “truth”. They should be able to critically discuss claims about the knowledge-generating features of markets, and they should understand core epistemic features of democratic decision-making. They should also be able to apply the arguments discussed in the course to concrete political topics.

<b>contents</b>	We live in societies marked by the interplay of capitalist markets and democratic political structures. Both markets and democracies are mechanisms of social coordination in which the aggregation of knowledge plays an important role. But what is knowledge in the first place? Does it make sense to refer to notions of “truth” or “facts” in political contexts? And how does the use of knowledge work in different social spheres? While markets aggregate certain forms of knowledge through the price mechanism, democracies attempt to do so through deliberation and voting. What are the strengths and weaknesses of these mechanisms, and how well do they work for different forms of knowledge? What difference does it make that we live in a “digital age”? And last but not least: how do the ways in which societies deal with knowledge influence the delicate interplay between capitalism and democracy?
<b>coördinator</b>	Prof. Dr. L.M. Herzog
<b>lecturer</b>	Prof. Dr. L.M. Herzog
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	· <i>A reading list will be provided before the seminar.</i>
<b>language</b>	English
<b>prerequisites</b>	Basic knowledge of ethics and of economic theories of markets will be helpful for participating in the course.
<b>remarks</b>	Knowledge in markets, knowledge in democracy? Introduction to Political Epistemology from a PPE perspective

#### **24. POWER AND LEADERSHIP**

<b>code</b>	PSMAB-7
<b>objectives</b>	The objective of this course is to (1) provide an understanding of some of the more recent theoretical developments in the field of power and leadership and 2) to encourage a critical exploration of concepts and theoretical models related to power and leadership. By the end of the course, you should be able to: <ul style="list-style-type: none"> <li>•Develop a conceptual framework for understanding power and</li> </ul>

leadership in organizations

- Describe and explain some of the major theoretical models underlying power and leadership processes
- Critically evaluate and apply some of the theoretical models underlying power and leadership processes
- Critically evaluate and apply rhetorical tools and techniques in (vision) communication

**contents**

This course will provide an introduction to some of the more recent theoretical developments in the field of power and leadership. As such, it builds on insights from organizational and social psychology as well as organizational behavior and management science. Power and leadership processes disproportionately shape not only organizational life but also the broader societal fabric. Given the span and magnitude of the potential downstream effects of leader choices and behaviors, it is important for organizational psychologists to have a basic understanding of the more recent theories, models and processes related to power and leadership. Hence, the central course objective is to help you understand and critically evaluate concepts and theoretical models related to power and leadership. Using a range of theoretical perspectives, we will uncover a variety of lessons across different themes such as acquiring, maintaining and losing power; the effects of power on individuals and a broad range of stakeholders as well as the relationship between power, influence and leadership. Moreover, we will touch upon the opportunities and limitations related to various leadership styles; the effective use of vision and rhetoric; as well as the 'dark side' of leadership and power. In sum, you will be exposed to a number of academic perspectives on power and leadership and will critically reflect on the pros and cons of various theories and approaches stemming from these perspectives. As such, the course is also intended to unearth and challenge some of your implicit assumptions about power and leadership.

**coördinator**

Dr. D.C. Rus

**lecturer**

Dr. D.C. Rus

**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**

· *Journal articles; List of articles will be provided via Nesor*

**language**

English

**format**

lecture

**assessment**

written exam (essay) DIGITAL, written assignments

**remarks**

The capacity for this course is 80 students. During the first three weeks of the registration period, the course is open to WOP students only.

## 25. REGULATING ENERGY MARKETS

<b>code</b>	EBM148B05
<b>objectives</b>	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"><li>1. Use insights from micro-economics, finance, environmental as well as international economics to discuss the way energy markets can be regulated.</li><li>2. Apply (basic) quantitative techniques to assess the costs of a network operator, to determine the appropriate reward on capital (WACC) and to evaluate how competition in wholesale and retail energy markets evolves.</li><li>3. Understand how the design of the regulation of energy markets can be evaluated.</li></ol>
<b>contents</b>	<p>The central theme of the course is: how do energy markets, in particular electricity and gas markets, function and how can this be improved by governments (regulators). The functioning of energy markets differs from many other sectors because of the economies of scale of the networks, resulting in natural monopolies, the importance of network balance, the societal objective to radically change the nature of the energy industry (i.e. energy transition: renewables, hydrogen, electrification) and the fact that energy is a basic commodity which is needed by everyone. Topics to be discussed are among others: how to determine the tariffs that an operator of an electricity or gas network is allowed to charge on users of the infrastructure? How to implement competition in the energy industry, both on wholesale level and retail level? To what extent need the energy markets be changed because of the energy transition in which fossil technologies are replaced by renewable sources (as wind and solar)? How to give incentives to energy producers and consumers to reduce carbon emissions?</p> <p>Knowledge of economics of regulating market is useful for positions within regulated companies (TenneT, Gasunie, etc.), companies using regulated infrastructures (in particular large energy users), governments (national, EU), regulatory bodies (ACM, ACER, etc.) and consultancies (PWC, Oxera, etc.).</p> <p>The course not only deals with the economic theory behind the regulation of markets, but also applies this theory to real-life problems in energy markets. The course consists of lectures and tutorials every week. The course starts by discussing the question why energy markets need regulation. Then, we discuss how the government could regulate these markets. These first meetings are meant to give the students some theoretical background in economic regulation. Afterwards, we discuss key issues in the daily practice of regulation: benchmarking on efficiency and the determination of the the appropriate reward (i.e. the WACC) on capital which is invested in the network. These questions are highly important for regulated firms as it affects how much profit they are allowed to make and to which extent they are able to finance the investments. Then, we go into in the question how to implement competition in energy markets. We discuss the design of electricity and gas markets on wholesale level and how these markets become more integrated on an international level. We also pay attention to how environmental regulation (like emissions trading and subsidies for</p>

renewables) can be designed and how this affects the electricity sector/market. We also pay attention to the retail energy market and consumer behaviour, discussing how competition can be implemented in markets where the demand is affected by factors like (perceived) switching costs and trust in retailers.

In most weeks, there will be assignments, which are discussed in the tutorials based on presentations by students. In addition, there will be a few extra tutorials where we recap the material and discuss questions of students. At the end there will be a meeting to discuss the mock exam. This course is part of the focus area 'Energy'.

<b>coördinator</b>	prof. dr. M. Mulder
<b>lecturer</b>	prof. dr. M. Mulder
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), DD MSc Economics - Universidad de Chile, Santiago (1.5-year) (electives for students from Chile), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), 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 Economics (electives B MSc Economics), MSc Energy and Environmental Sciences (Electives ), 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
<b>phase</b>	master
<b>period</b>	semester II b
<b>credits</b>	5 EC
<b>literature</b>	· Mulder, M., <i>textbook "Regulation of Energy Markets: Economic Mechanisms and Policy Evaluation"</i> , ca. € 60.00
<b>language</b>	English
<b>format</b>	-guest lecture, combined lectures/tutorials, tutorials 1 guest lecture
<b>assessment</b>	-group assignment , -group oral presentation , -written exam (open questions)  Determination of final grade: weekly assignments: max 20%; written exam: max 80%
<b>prerequisites</b>	Open to all MSc students, but students are recommended to have some background in microeconomics and finance.
<b>remarks</b>	Info: Prof. Machiel Mulder, e-mail machiel.mulder@rug.nl Secretary: K. Beute; e-mail k.beute@rug.nl, room 5411.0734, phone +31(0)50 3637018

## 26. RELIGION, CONFLICT AND GLOBALISATION: A CRITICAL INTRODUCTION

<b>code</b>	THM-RCGI5
<b>objectives</b>	<p>At the end of this course, students will be able to:</p> <ul style="list-style-type: none"><li>· Describe and analyse, both orally and in writing, the intersections of religion, conflict and globalization in historical and contemporary contexts.</li><li>· Outline dominant approaches to studying religion, conflict and globalization in academia, policy and practice, as well as dominant critiques of these approaches.</li><li>· Understand the significance of 'culture', 'society', 'politics' and 'power', both conceptually and in practice, when studying religion, conflict and globalization.</li></ul>
<b>contents</b>	<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>
<b>coördinator</b>	Dr. J. Tarusarira
<b>lecturers</b>	dr. K.E. Knibbe, Prof. Dr. C.K.M. von Stuckrad, Dr. J. Tarusarira
<b>programme</b>	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
<b>phase</b>	
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"><li>· <i>Compulsory literature will be distributed during the course</i></li></ul>
<b>language</b>	English
<b>format</b>	lectures and seminars
<b>assessment</b>	final paper, opdrachten weekly assignments (50%) and final paper (50%)
<b>remarks</b>	<ul style="list-style-type: none"><li>· Research master students can follow this course but will have a different course code: THRM-RCGI5. To complete this course as a</li></ul>

ResMa student, they will do slightly modified assignments. This will be explained in the course 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.

## **27. RESEARCH SEMINARS INTERNATIONAL RELATIONS**

<b>code</b>	FI19PPEIR
<b>contents</b>	<p>The master's programme of International Relations offers a number of Research Seminars (RS) that might be interesting for PPE students.</p> <ul style="list-style-type: none"> <li>- RS: Dimensions of Citizenship</li> <li>- RS: Multinational Corporations</li> <li>- RS: Global Politics of Disease</li> <li>- RS: IPE of Global Financial Markets</li> <li>- RS: Political Economy of Migration</li> <li>- RS: Maps and Power</li> <li>- RS: Money, Trade and Crime</li> <li>- RS: IPE in the 21st century</li> <li>- RS: Integration Processes</li> <li>- RS: Security Studies</li> <li>- RS: The Politics of the Eurocrisis</li> <li>- RS: Human Rights, Democracy, Peace</li> <li>- RS: European Policy-making</li> <li>- RS: Ethics and Global Political Economy</li> <li>- RS: European Security Discou- RSeS</li> <li>- RS: Conflict, Security and Development</li> <li>- RS: Environment, Geopolitics Human</li> <li>- RS: Europe and China</li> <li>- RS: The Rise of East Asia</li> <li>- RS: History, Culture and Politics of East Asia</li> </ul> <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 <a href="mailto:fil-study-advisor@rug.nl">fil-study-advisor@rug.nl</a>.</p>
<b>programme</b>	Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	whole year
<b>credits</b>	10 EC
<b>language</b>	English
<b>format</b>	seminar
<b>assessment</b>	written exam, written exam with essay questions, report/presentation, written assignment(s)

## **28. RESPONSIBLE FINANCE AND INVESTING**

<b>code</b>	EBM071A05
<b>objectives</b>	<p>Upon completion of the course the student is able to:</p> <ol style="list-style-type: none"><li>1. Argue and analyze how firm financial performance is associated with corporate social responsibility and the other way round.</li><li>2. Argue and analyze how responsible investing and financing can be undertaken and integrated into asset management and balance sheet management.</li><li>3. Discuss and analyze what is responsible finance and investing and what are the main issues in this field.</li><li>4. Assess and analyze the drivers of responsible finance, banking and investing.</li><li>5. Assess and analyze the responsibility issues regarding finance, banking and investment.</li></ol>
<b>contents</b>	<p>This course focuses on the role of non-financial attributes in production. In particular, we study the interaction between financial performance and social &amp; 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 investment portfolios. As to financing, it especially is pricing and risk 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. Furthermore, the role of risk from addressing or ignoring social and environmental performance is studied. 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. Students will analyze and argue about how financial and non-financial performance interact and they will learn how to model this using Matlab. For Finance students, these skills are highly important and sought after. Realize that for us learning is about building the capacity to take effective action. We want our students to understand, to get motivated and to arrive at own ideas and hope regarding sustainable finance.</p>
<b>coördinator</b>	prof. dr. L.J.R. Scholtens
<b>lecturers</b>	Dr. A. Dalò, prof. dr. L.J.R. Scholtens
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from FEB), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from Lund), DD MSc Finance – UAIC of Iasi, Romania (2-year) (core programme for students from Iasi), DD MSc IB&M – NUBS, Newcastle (1.5-year) (electives DD MSc IB&M - NUBS, Newcastle), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), MSc Economic Development & Globalization / ED&G (elective(s) B MSc ED&G), MSc Economics (electives C 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
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	· <i>Set of articles from the academic literature</i>
<b>language</b>	English
<b>format</b>	-tutorial, -computer practical, -guest lecture, -lecture  The computer practical is for supporting the assignment where students work on a optimization model in Matlab.
<b>assessment</b>	-computer test/weekly quiz, -group assignment , -individual assignment  The quizzes are for summative assessment and to check about progress. The individual assignment is an essay. This is informed by the lectures. Group assignments are supported by tailored lectures and Q&As. The programming assignment is clearly structured and introduces students to programming and helps them find ways to solve the problem.
<b>prerequisites</b>	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. They are open to learning new skills and an interest in quantitative analysis.
<b>remarks</b>	Secretary: Ellie Jelsema, email e.t.jelsema@rug.nl, phone: +31 (0)50 3633685, room 5411.0836

## **29. SOCIAL PHENOMENOLOGY**

<b>code</b>	FI194CK
<b>objectives</b>	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.
<b>contents</b>	This course uses Martin Heidegger's Being and Time 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.

<b>coördinator</b>	Dr. C.E. Knowles
<b>lecturer</b>	Dr. C.E. Knowles
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"> <li>· trans. Macquarrie and Robinson Southampton: Basil Blackwell 1927/1962, Martin Heidegger's <i>Being and Time</i></li> <li>· <i>Other texts will be accessible in online format through smartcat.</i></li> </ul>
<b>language</b>	English
<b>prerequisites</b>	It is expected that students will have studied philosophy at undergraduate level and have substantial experience in this area, either as a primary, joint or minor area of study in their BA.
<b>remarks</b>	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.

### **30. SUSTAINABILTY IN GLOBAL VALUE CHAINS**

<b>code</b>	EBM149B05
<b>objectives</b>	<ol style="list-style-type: none"> <li>1. Describe the relevant aspects of sustainability in global value chains.</li> <li>2. Explain and summarize specific sustainability issues that multinational companies are confronted with when developing their global value chain.</li> <li>3. Evaluate and critically review journal articles related to both sustainability and the global value chain of multinational companies in a comparative perspective.</li> <li>4. Have knowledge about the variety of solutions companies develop in order to handle the issues they are confronted with.</li> <li>5. Have knowledge about the different effects of activities of activities.</li> </ol>
<b>contents</b>	Multinational companies are more and more forced to think about the (unintended) externalities of their cross-border activities. For these companies, it is impossible to deny the consequences of their actions and develop a stance on how they want to incorporate these in their policies. Some companies see this as a moral obligation, or even a business opportunity. Others might be more reluctant, but they experience growing pressures from consumers, local governments and NGOs to report their CSR activities and those of their suppliers. Vice versa, the concept of the Global Value Chain can offers the option to study what happens in local situation from the perspective of the local economy. So the focus shifts from the perspective of the MNE to the perspective of the local society/economy in a specific region. In this course, we will explore a variety of issues, perspectives and policies and focus on the newest developments in this field. The course has a thematic orientation and

integrates recent academic findings from a variety of perspectives (MNCs, NGOs, intergovernmental agencies, and so on).

<b>coördinator</b>	Dr. J. Shin
<b>lecturers</b>	dr. B.J.W. Pennink, to be announced
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), DD MSc IB&M – NUBS, Newcastle (1.5-year) (core programme (start Newcastle)), MSc Economic Development & Globalization / ED&G (elective(s) B MSc ED&G), MSc International Business & Management/IB&M (electives A MSc IB&M), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester II b
<b>credits</b>	5 EC
<b>literature</b>	· Various, <i>Academic articles</i>
<b>language</b>	English
<b>format</b>	-combined lecture tutorial
<b>assessment</b>	-computer test/weekly quiz, -group assignment , -individual assignment Groupwork and individual assignments and presentations.
<b>remarks</b>	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, room: 5411.0538

### **31. THEORIES OF NETWORKS AND SUSTAINABLE COOPERATION**

<b>code</b>	SOMASN02
<b>objectives</b>	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 apply social network analysis to analyze different kinds of complex policy problems.
<b>contents</b>	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. The course will focus on policy issues, e.g., disaster resilience, migration, education, inter-organizational cooperation, social cohesion and conflict, among others. The course is structured into three major parts. In the first part, the students will learn the foundations of network-based explanations and the main network concepts (social capital, strong and weak ties, social

influence, brokerage and structural holes, embeddedness, etc.). In the second part, concepts and theories will be applied to relevant social issues. The third part will be aimed at taking stock and attempting to synthesize the findings obtained during the previous steps. What does a network lens add to our understanding of complex policy issues? How are the relationships between actors going to affect their outcomes at the individual, organizational, and societal level?

<b>coördinator</b>	F. Giardini PhD.
<b>lecturer</b>	F. Giardini PhD.
<b>programme</b>	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma sociology (Sociologie van de Netwerksamenleving), Msc Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>language</b>	English
<b>format</b>	to be announced
<b>assessment</b>	essay
<b>remarks</b>	The course material will consist of academic papers, and it will be announced in the course guide.

### **32. THEORY OF MONETARY POLICY**

<b>code</b>	EBM164B05
<b>objectives</b>	- Understand the development of monetary theory since the 1920s. - Understand the basic insights of Monetary Theory and Policy
<b>contents</b>	There are two sections in this course. In the first three weeks students learn the development and diversity of monetary theory since the 1920s. Students analyze the role of money and banks from three theoretical perspectives (New Keynesian, Post-Keynesian and Neo-Austrian). In the second part of four weeks students learn the theoretical aspects of monetary policy.
<b>coördinator</b>	prof. dr. E. Sterken
<b>lecturers</b>	prof. dr. L.H. Hoogduin, prof. dr. D.J. Bezemer, prof. dr. E. Sterken, prof. dr. J. de Haan
<b>programme</b>	Courses Exchange (MSc) ( Courses Exchange Students (MSc) without limited access), 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 Philosophy, Politics and Economics
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC

<b>literature</b>	· Carl E. Walsh, <i>Monetary Theory and Policy</i> (ISBN: 9780262035811), ca. € 84.00
<b>language</b>	English
<b>format</b>	-combined lecture tutorial
<b>assessment</b>	-active participation, -individual assignment , -written exam (open questions)  Flipped classroom, homework, online learning, group-based explorative tutorials, problem sets.
<b>prerequisites</b>	Admission to the MSc Economics, MSc Finance and/or MSc International Economics and Business. Students need to master undergraduate macroeconomics. There is a macroeconomics entry test. Note that a management/business/ bachelor will not give you enough grounding for this course.
<b>remarks</b>	Secretariat IEEF: room 5411-0734 (Duisenberg building), phone: +31 (0)50 363 7018

### **33. TRADE, ENVIRONMENT AND GROWTH**

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

GDP between 1995 and 2009 was due to the increased household consumption in the rest of the EU? To analyze these questions, the World Input-Output Database will be used.

<b>coördinator</b>	prof. dr. H.W.A. Dietzenbacher
<b>lecturers</b>	prof. dr. H.W.A. Dietzenbacher, prof. dr. B. Los
<b>programme</b>	Courses Exchange (MSc) ( Courses 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), DD MSc IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), MSc Economics (electives C 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)
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"><li>· Various, <i>Journal articles</i> for each topic (trade, environment, growth)</li><li>· <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).</li><li>· <i>The lecture notes and journal articles mentioned above will be made available by the lecturer (free of charge).</i></li></ul>
<b>language</b>	English
<b>format</b>	-combined lecture tutorial, -practical  Remark: practicals are in the form of a Q&A meeting (Question and answer) to discuss “technical” problems (with the model, its solution, or the computer programming).
<b>assessment</b>	-group assignment , written exam with open questions
<b>prerequisites</b>	Students with a BSc degree in Economics & Business Economics, Econometrics and Operations Research (or a comparable degree). 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 Sydsaeter, Hammond and Strom, which is taught in the second year course Matrix Analysis and Optimization.
<b>remarks</b>	Secretary: gem.feb@rug.nl, +31 (0)50 363 3458, 5411 0538

### 34. VIOLENCE

<b>code</b>	FI224VV
<b>objectives</b>	<ul style="list-style-type: none"><li>· Getting acquainted with various philosophical approaches of violence in different (and often overlapping) respects: political, social, colonial, sexual, psychological violence.</li><li>· Such reflections have mostly directly ensued from real-world manifestations of violence: you are also to develop a sense of the deeply empirical thrust of social and political philosophy.</li><li>· Ability to discuss these theories in written and verbal forms.</li></ul>
<b>contents</b>	The of course impossibly broad topic of this course will be tackled by reading Richard Bernstein's book, and zooming out to a selection of the primary texts discussed by him. His chapters on Schmitt, Benjamin, Arendt and Fanon allow for further studies of these philosophers. To these will be added a selection of other authors, among whom feminist philosophers. (Possible, not yet definitive, ones being: Butler, Kappeler, MacKinnon, Mbembe, Adorno, Kristeva.) We will also pay attention to conceptualisations of nonviolence.
<b>coördinator</b>	dr. J.A. Vega
<b>lecturer</b>	dr. J.A. Vega
<b>programme</b>	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
<b>phase</b>	master
<b>period</b>	semester I a
<b>credits</b>	5 EC
<b>literature</b>	<ul style="list-style-type: none"><li>· Richard J. Bernstein, Polity Press, 2013, <i>Violence. Thinking without banisters</i> (ISBN: 978-0-7456-7064-5), € 24.00</li><li>· <i>Reader with texts by a variety of authors.</i></li></ul>
<b>language</b>	English
<b>prerequisites</b>	Previous (bachelor) courses in (continental) social and political philosophy are required.
<b>remarks</b>	The 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. The course adopts a no-screens policy: no digital devices are allowed in class.

### **35. WORLD ECONOMY IN HISTORICAL PERSPECTIVE**

<b>code</b>	EBM101B05
<b>objectives</b>	Upon completion of the course the student is able to: 1. compare and align theories of growth with the facts of history. 2. critically assess main explanations for convergence and divergence. 3. analyze quantitative data and models. 4. reflect on and write about the topics mentioned applying high-level scholarly insights. 5. present individually and discuss academic papers in a scholarly setting.
<b>contents</b>	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 growth processes of different parts in the world are discussed and compared. The course will address the issue of transferability or replicability of the Western experience to other regions 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: Global 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.
<b>coördinator</b>	prof. dr. J. Bolt
<b>lecturers</b>	G. Lecce PhD., prof. dr. J. Bolt
<b>programme</b>	Courses Exchange (MSc) ( Courses 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 IFM - UCSC, Milan (2-year) (electives DD MSc IFM - UCSC, Milan), 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
<b>phase</b>	master
<b>period</b>	semester I b
<b>credits</b>	5 EC

<b>literature</b>	<ul style="list-style-type: none"> <li>· Various, <i>Selected articles from academic journals</i></li> <li>· Various, <i>Student's choice of articles from academic journals</i></li> </ul>
<b>language</b>	English
<b>format</b>	-combined lecture tutorial, -individual supervision, group supervision -interactive seminar-tutorial
<b>assessment</b>	active participation, mandatory attendance
<b>prerequisites</b>	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).
<b>remarks</b>	Info: Dr Jutta Bolt, e-mail <a href="mailto:j.bolt@rug.nl">j.bolt@rug.nl</a> Secretary Kim Beute, phone +31(0)50 3637018, e-mail <a href="mailto:k.beute@rug.nl">k.beute@rug.nl</a> , room 5411.0734