Prospectus

Master Philosophy, Politics and Economics

2021-2022

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.

Master Philosophy, Politics and Economics

2021-2022

1 Practical information

All practical information on the academic year, course enrolment, schedules, tuition fees, housing etc. is available in the Student Handbook of Philosophy 2021-2022 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 (TER) and other information for students can be found on the Study Info tab in the Student Portal under Advice, Rules and Regulations.

2 Aims and objectives of the Philosophy Politics and Economics programme

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

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

Learning outcomes

The general vision and objectives described above generate a number of qualifications that have to be attained by the graduates of the programme (see appendix 1). The learning outcomes of the programme are presented within the framework of the Dublin descriptors. The learning outcomes are in line with international standards and comparable to the learning outcomes of other PPE Master's degree programmes.

Knowledge and understanding

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

Applying knowledge and understanding
The second set of learning outcomes focuses on providing students with the skills needed to apply their knowledge and understanding. Students use insights from PPE to 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.

	1st Quarter	*2nd Quarter*	*3rd Quarter*	*4th Quarter*
Academic core	Theories of PPE (5 ECTS)	Methods of PPE (5 ECTS)		
PPE Seminars	History of PPE (5 ECTS)	PPE Policy Seminar 1 (5 ECTS)	PPE Policy Seminar 2 (5 ECTS)	
Electives	Elective 1 (5 ECTS)	Elective 2 (5 ECTS)	Elective 3 (5 ECTS) Elective 4 (5 ECTS)	
Thesis				Master's 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 one of the programme coordinators (Andreas Schmidt and Lisa Herzog) and the study advisor (Janine Weeting). These can be courses on philosophy, political theory or economics or other courses relevant to PPE. For some courses outside the Faculty of Philosophy department there can be specific entry requirements. Please check before enrolling if you meet these requirements.

Overview core 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	*Core modules*	Offered by	No
1	History of PPE	PPE	I
1	Theories of PPE	PPE	II
2	Methods of PPE	PPE	III
2	PPE Policy Seminar 1	PPE	IV
3	PPE Policy Seminar 2	PPE	V
4	Master's thesis course and thesis	PPE	VI

Quarter	*Electives*	Offered by	ECTS	No
1	Business Ethics	EC	5	1
1	Economic Development	EC	5	8
1	Emerging Markets (MSc)	EC	5	12
1	Environmental psychology	PS	5	13
1	International Banking and Finance	EC	5	23
1	Philosophy of Illness and Medicine	FI	5	30
1	Place, Regions and Identities	SS	5	31
1	Social Phenomenology	FI	5	38
1	Religion, Conflict and Globalization	TH	10	35
1	Foreign Dir. Investment & Trade	EC	5	17
1	Theories of Networks and Sustainable Cooperation	SOC	5	40
1	Relating as Equals	FI	5	34
2	Health Economics and Policy	EC	5	20
2	Personnel Economics	EC	5	28
2	Duties to the Self	FI	5	7
2	Global Dynamics	TH	5	18
2	Comparative Environmental Analysis	EC	5	3
2	Cultural Psychology	PS	5	6
2	Economic Growth in History	EC	5	10
2	Ethics for Future Generations	FI	5	14
2	Global Finance and Growth	EC	5	19
2	Modernity as Dominance	FI	5	24
2	Money, Finance and the Economy	EC	5	26
2	Power and Leadership	PS	5	32
2	Responsible Finance and Investing	EC	5	37
2	Trade, Environment and Growth	EC	5	41
3	Financial and Economic Organization of Healthcare Markets	EC	5	16
3	Philosophy of Climate Science	FI	5	29
3	Fallacies	FI	5	15
3	Comparative Corporate Governance	EC	5	2
3	Country Studies	EC	5	5
3	Economic Geography	EC	5	9
3	Hegel's Practical Philosophy	FI	5	21
3	Monetary Policy and Financial Regulation	EC	5	25

3	Neuroethics	FI	5	27
3	Consequentialism	FI	5	4
4	Inclusive Finance	EC	5	22
4	Economics of Regulating Markets	EC	5	11
4	Sustainability in Global Value Chains	EC	5	39
4	Racism, Colonialism, and Philosophy	FI	5	33
1-4	Research Seminars International Relations	IR	10	36

Electives are offered by: the PPE programme, the Master programs of Philosophy (FI), of Economics and Bussiness (EC), of Psychology (PS), Sociology (SOC), Spatial Sciences (SS), Theology and Religious Studies (TH) and International relations (IR). This list of electives is not comprehensive. Students may also choose other electives.

Registering for courses

Progress WWW is the official internet application for enrolment for courses and exams and for the registration of study results. You find ProgressWWW by going to https://progresswww.nl/rug/, or by logging in to My University. You use your student number and password to log in to ProgressWWW.

This is how you register for modules in ProgressWWW:

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

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

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

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

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 coordinators (Andreas Schmidt and Lisa Herzog) 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/.

PPE Course descriptions

I. Core modules

I. HISTORY OF PHILOSOPHY, POLITICS, AND ECONOMICS

code	FI174PPEH
objectives	Upon completion of the course the student have: · advanced knowledge and understanding of some key moments in the history of PPE · Upon completion of the course the student are able to: · explain and critically reflect on some key moments in the history of PPE · explain and critically reflect on the views of major philosophers including Aristotle, Hobbes, Hume, Smith and Marx, as well as more modern authors such as Keynes and Hayek. · critically compare the contributions of these traditions and authors on debates concerning issues such as capital, class, consumption, democracy, equality, government, information, growth, justice, labor, market, money, paternalism, political authority, private property, society, taxation, trade, value, voting, wages, wealth · report on research in an academically sound way both orally and in written form.
contents	While the name of 'PPE' dates back to the early 20th century, the combined study of philosophical, political and economic questions is at least as old as Plato and Aristotle, and today's PPE research frequently refers to these historical predecessors. Without aiming at providing an exhaustive historical survey, this course focuses on some key texts from the long history of PPE 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.
coördinator	prof. dr. L.W. Nauta
lecturers	prof. dr. L.M. Herzog, prof. dr. L.W. Nauta
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC

literature	· *Texts will be made accessible via Nestor*
language	English
format	lecture, seminar Lecture and discussion (combined)

II. THEORIES OF PHILOSOPHY, POLITICS AND ECONOMICS

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

III. METHODS OF PHILOSOPHY, POLITCS AND ECONOMICS

code	FI174PPEM
objectives	Students gain insight in a number of key methods in PPE research. They are able to critically assess these methods and apply them judiciously in a variety of domains of application.
contents	The course places a number of important research tools into the PPE context: decision theory, statistics, causal analysis, social choice theory, impact analysis and causal modeling. The course focuses on evidence-based policy making, and thereby on various aspects of individual and collective decision making, and on epistemic considerations about the social sciences that inform policy.
coördinator	prof. dr. J.W. Romeijn
lecturer	prof. dr. J.W. Romeijn
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· *Reader with articles and book chapters (made available on Nestor)*
language	English
format	lecture

	Lectures and essay discussions
assessment	essay, oral exam
	Essays and feedback / oral examination

IV. PPE POLICY SEMINAR 1

code	FI174SEMP1
objectives	The aim of this module is to give students the opportunity to apply PPE methods and theories to concrete policy issues.
contents	The aim of this module is give students the opportunity to apply 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.
coördinator	prof. dr. B.P. de Bruin
lecturer	prof. dr. B.P. de Bruin
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· *Made available through Nestor*
language	English
format	workshop
	Lecture/tutorial

V. PPE POLICY SEMINAR 2

code	FI174SEMP2
objectives	Upon completion of the course, the student is able to apply the key concepts and theories of PPE to concrete policy questions; connect these concepts and theories with the main qualitative and quantitative methods of PPE; identify appropriate concepts, theories and methods for complex problem-solving tasks; gather and organise information and evaluate its relevance to the case at hand; interpret, analyse and make sensible use of the information; process information in organised, structured argumentation; use insights from PPE to analyse conceptual and normative assumptions of arguments; present relevant information in an accessible and analytically rigorous manner in a policy report.

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

contents	In the policy seminars students get the opportunity to apply the theories they learn in Methods of PPE but particularly in Theories of PPE to a concrete policy issue at hand, making use of the key methods and theories with which they have been acquainted in semester Ia and Ib. In this policy seminar, we will focus on two policy issues in depth, namely economic inequality and democracy. The aim is to understand relevant social and economic phenomena empirically, apply the normative and conceptual tools learned in previous classes and to discuss policy proposals aimed at tackling inequality or improving democratic institutions. In the final third, students present policy reports on related policy issues.
coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	· *A reading list will be provided before the seminar.* · Harvard University Press, 2015, Among other things, we will read chapters from Anthony B. Atkinson, *Inequality* · Princeton University Press, 2017, Christopher H. Achen and Larry M. Bartels, *Democracy for Realists: Why Elections Do Not Produce Responsive Government* · *No books need to be purchased ahead of class*
language	English
prerequisites	Theories of PPE, Methods of PPE, PPE Policy Seminar 1
remarks	While all PPE students must take this course, they should still sign up for it on nestor.

VI. MASTER’S THESIS COURSE AND THESIS PPE

code	FI174S15
objectives	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.
programme	Msc Philosophy, Politics and Economics
phase	master
period	semester II
credits	15 EC
language	English
remarks	Please note that the Master's 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. In order not to miss any announcement about this meeting, it is important to timely enroll for the Master's thesis course of your choice of quarter 1 / quarter 3. The main writing process takes place in the second and fourth quarter.

II. Electives

1. BUSINESS ETHICS

code	EBM043A05
objectives	Upon completion of the course the student is able to: 1. identify morally relevant aspects of decisions, and identify one's responsibilities 2. analyze moral aspects of decisions 3. develop ways to resolve moral dilemmas 4. explain and apply main theories, arguments,and concepts from business ethics 5. explain and apply some theories and concepts from moral psychology 6. cope successfully with moral dilemmas in accounting, finance, management, marketing, and international business 7. distinguish moral issues concerning corporate social responsibility, customers, and environment 8. appraise moral role of the individual in an organization 9. report orally and in written form on moral decision making in business 10. discuss and debate moral issues in business.
contents	Bonuses, board diversity, consumer rights, corporate social responsibility, suggestive or deceptive marketing techniques, bribes to get international contracts—ethics is everywhere in business. But research in moral psychology shows that we often fail to see what is morally important about a situation. And if we do see it, we often don't know how to deal with it. And even if we know how to deal with it, we often don't act accordingly. For all sorts of reasons. This course takes a practical approach to business ethics. Its main objectives are to foster sensitivity to moral aspects of decisions; to teach analytic skills

that help you take a position in moral debates and to give a reasonable justification for your position; and to develop ways to successfully cope with moral dilemmas and issues. We examine the main normative theories in business ethics, moral psychology, corporate social responsibility, customer relations, and the environment; we consider specific moral issues in accounting, finance, international business management, and marketing; and we approach these theories, arguments, and concepts in highly interactively ways, devoting significant part of the time to a number of important and well known cases from business ethics by means of collaborative in-class assignments.

coördinator dr. R.O.S. Zaal

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

programme 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

phase master

period semester I a

credits 5 EC

literature
- Various, *Articles to be made available through Nestor*
- Gibson, K., *Ethics and Business: An Introduction*, Cambridge U.P. (ISBN: 9780521682459), ca. € 30.00

language English

format -lecture, -tutorial

assessment -group assignment , -individual assignment

remarks Secretary: Grietje Pol, phone: +31 (0)50 363 3685, e-mail: g.pol@rug.nl, room: 5411.0836

2. COMPARATIVE CORPORATE GOVERNANCE

code EBM083A05

objectives Upon completion of the course, the student is able to:
1. Describe the relevant aspects of corporate governance and the upper echelon theory.

	2. Explain and summarize specific issues in the application of both to Multinational Companies from a comparative perspective. 3. Evaluate and critically review journal articles related to both in Multinational Companies from a comparative perspective. 4. Do empirical research on the antecedents and consequences of corporate governance failures. 5. Clearly analyze and report on the findings.
contents	The world of the corporate upper echelons has changed rapidly and significantly in the last two decades. Ongoing corporate scandals and the global financial crisis of 2008 have generated important questions about the concentration of power at the top of large corporations. Who runs these large corporations? How are these executives monitored and on behalf of whom? What is the basis of such corporate governance systems, and how do these systems change over time? What determines differences and similarities between corporate governance systems between countries? What does the increasing concentration of capital in the hands of large institutional investors and the super-rich imply for this system? And very recently, how does the system survive a huge economic shock stemming from global pandemics like the spread of corona virus? Do present day corporations have the right purpose and still serve the needs of society? This course introduces students to the recent debates in this field to help them develop a better understanding of the inner circles of corporate power and its consequences.
coördinator	dr. K. van Veen
lecturers	dr. E. Mendiratta, dr. K. van Veen
programme	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
phase	master
period	semester II a
credits	5 EC
literature	· Various, *Academic articles*
language	English
format	-lecture, -tutorial
assessment	-group oral presentation , -individual assignment , -written exam

	(open and mc questions)
remarks	Secretariat GEM: e-mail gem.feb@rug.nl, phone +31(0)50 363 3458, room 5411.0536 Coordinator: e-mail k.van.veen@rug.nl

3. COMPARATIVE ENVIRONMENTAL ANALYSIS

code	EBM084B05
objectives	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 environmental analysis 4. Apply statistical techniques that are widely used in comparative environmental analysis correctly 5. Understand and replicate the methodology behind leading frameworks in comparative environmental analysis
contents	This course aims to familiarize students with the most widely used frameworks in comparative environmental analysis in the field of International Business and Management. Focusing on the role of institutional and cultural diversity in International Business, students learn how leading frameworks have been constructed and how to set-up and conduct comparative environmental analysis on their own.
coördinator	prof. dr. S. Beugelsdijk
lecturers	prof. dr. S. Beugelsdijk, dr. R.K.J. Maseland
programme	Courses Exchange (MSc) (Courses Exchange Students (MSc) without limited access), Courses Exchange (MSc) (Courses Exchange Students (MSc) without limited access), DD MSc IB&M – NUBS, Newcastle (1.5-year) (core programme (start Groningen)), DD MSc IB&M – NUBS, Newcastle (1.5-year) (core programme (start Newcastle)), Is given several times a year, Is given several times a year, MSc Economic Development & Globalization / ED&G (elective(s) B MSc ED&G), MSc Economic Development & Globalization / ED&G (elective(s) B MSc ED&G), MSc International Business & Management/IB&M (core programme MSc IB&M), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
language	English
format	-computer practical, -lecture, -tutorial lectures and alternating tutorials/practicals
assessment	-group assignment , -written exam (open questions) The final form of grading will be announced.

prerequisites	Admittance to the MSc IB&M and/or MSc ED&G
remarks	GEM secretariat: phone +31 (0)50 363 3458, e-mail gem.feb@rug.nl, room 5411.0538

4. CONSEQUENTIALISM

code	FI184AS
objectives	The aim of this course is to familiarise students with the main philosophical debates around consequentialism. At the end of the course, students should know about the historical roots of consequentialism and its most prominent contemporary versions, should understand the main arguments in favour and against consequentialism, be able to distinguish the different types of consequentialism and grasp the arguments that speak for and against them and be able to apply consequentialist reasoning to more applied ethical problems.
contents	Alongside deontology and virtue ethics, consequentialism stands as one of the three prominent approaches to ethics. Its basic idea is that the moral value of an act – or other things we want to evaluate, such as motives, rules and institutions – is determined by its consequences. In this course, we will try to understand the different varieties of consequentialism and consider the main arguments for and against consequentialism. The course starts with an overview of what consequentialism is and what different forms of consequentialism there are. We will then discuss a selection of some of the arguments for and against consequentialism. For example, is consequentialism too demanding as a moral theory? Can consequentialists be good friends? Is consequentialism compatible with a concern for rights, justice and fairness? We also discuss which forms of consequentialism are most plausible. Should consequentialists focus on actual or on expected consequences? Should consequentialists be rule, act or global consequentialists? Should consequentialism be scalar?
coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· *Readings will be made available ahead of the class*
language	English
assessment	essay Essay (students are examined based on one paper they write at the end of the course)
prerequisites	Basic knowledge in ethics required

5. COUNTRY STUDIES

code EBM093A05

objectives Upon completion of the course the student is able to:
1. Synthesize the main findings in the academic literature on the determinants of growth.
2. Collect and evaluate the required data and information to write a country chapter.
3. Analyse the drivers of income differences and growth drivers
4. Orally present own work and engage in academic debate with peers.
5. Write an individual thematic chapter of the country report.
6. Critically evaluate work of other students.

contents What are the opportunities and bottlenecks for economic development in a country? What are the lessons for government policies? In this hands-on course, you will focus in-depth on the causes and consequences of economic development in a specific country. As part of a small team, you will analyze one particular theme such as the education system, trade, the business environment or the financial sector. Your analysis will be based on academic literature that discusses what makes a successful institution and statistical data sources. The literature on your theme will be introduced in thematic groups with members from other country teams. The analysis of your theme forms one chapter of the final country report. The insights from the different analyses by the group members are synthesized into a summary chapter to provide useful information for policy makers about the prospects for economic growth and doing business in your country. Together with your team, you will analyze growth patterns and discuss the findings and policy recommendations from your report with the lecturers and other course participants. Your final course grade is based on an individual grade for the chapter you contribute to the country report; a grade for the quality of the feedback you provide to fellow students; a group grade for the summary chapter that synthesizes the other chapters; and a grade for your contribution to a discussion panel.

coördinator K.M. Wacker PhD.

lecturers K.M. Wacker PhD., prof. dr. D.J. Bezemer, dr. A. Minasyan, dr. R.H.T. Wiese

programme 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 B 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
phase	master
period	semester II a
credits	5 EC
literature	· Various, *Academic articles and statistical data available through the library* · Various, *Academic articles and statistical data available through the library*
language	English
format	-group supervision, -lecture, -individual supervision, -practical, -group supervision, -lecture, -individual supervision, -practical Lectures, practicals, peer review, individual and group supervision
assessment	-group assignment , -individual assignment , -group assignment , -individual assignment Individual and group assignment; peer review; individual oral presentations
prerequisites	Bachelor's degree in Economics and Business Economics or comparable qualification. Builds on knowledge of macroeconomics and economic growth.
remarks	Secretary GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538 Coordinator: k.m.wacker@rug.nl

6. CULTURAL PSYCHOLOGY

code	PSMSB-12
objectives	After the course, the students: - can analyze "culture" in a psychological (rather than geographical) sense, - can formulate questions fundamental similarities and differences between different members of different cultures, - can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self, - can translate theoretical and empirical knowledge about cultural psychology to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, immigration), - can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment).
contents	The central theme of the course concerns the fundamental question whether humans, across and within cultures, are fundamentally different or similar in their psychology. The course is organized into different fundamental psychological themes, such as emotion, morality, self and identity, norms and social relationships, acculturation and immigration, complemented with lectures about the purpose and practical utility of cross-cultural research. Thus, the course makes use of theory and research in cultural psychology that can be applied to everyday life (e.g., working with people from different cultural backgrounds) and to societal issues (e.g.,

immigration). It focuses on culture as a psychological (rather than a geographical) construct, which can be applied to any differences between groups of people that have consensus about what they believe to be valid and valuable in society. The key message of the course is that although cultural-psychological theory and research has documented many specific differences between people, these specific differences can only be understood through their underlying general similarities. In many instances (e.g., emotion, morality, self-construal, social relationships), humans share the same fundamental processes but translate or otherwise use these differently, depending on the cultural context. This point of view that departs from similarity (rather than difference) suggests that most cross-cultural conflicts has roots in "being the same but acting in a different way", which offers hope and scope for solving such conflicts.

coördinator prof. dr. M. van Zomeren

lecturer prof. dr. M. van Zomeren

programme Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma psychology (EN) (Ma psychology (Applied Social Psychology)), Msc Philosophy, Politics and Economics

phase master

period semester I b

credits 5 EC

literature

- Smith, P.B., Fischer, R., Vignoles, V. & Bond, M.H. (2013). , *Understanding Social Psychology across Cultures. Engaging with others in a changing world. London: Sage* (ISBN: 9781446267110), ca. € 50.00

language English

format lecture

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

7. DUTIES TO THE SELF

code FI214DS

objectives

- To gain knowledge of literature from ethical theory.
- To apply theoretical concepts to practical problems and issues.
- To develop skills in analyzing, constructing, and critically assessing philosophical arguments.

contents The topic of duties to oneself is currently experiencing a resurgence in philosophy. In the last few decades, philosophers tended to assume that morality is only concerned with how we relate to others. Accordingly, they tended to neglect, if not deny, the traditional idea that we might also owe things to ourselves, and that morality might require us to treat ourselves with care and dignity. In recent years, however, several philosophers have begun to explore this side of morality again.

This course will introduce students to these recent contributions to the literature, relate them to their historical predecessors, and critically assess their philosophical merit.

The main goal is that students acquire knowledge of the debate about duties to oneself as well as the skill to apply key concepts from ethical theory more generally. In addition, students will gain competence in analysing, constructing, and critically assessing philosophical arguments.

coördinator	dr. J.D. Schaab
lecturer	dr. J.D. Schaab
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	· *Course materials will be made available online via Nestor or will be accessible as e-books through the university library website.*
language	English
format	lecture Lecture/seminar
assessment	essay Esay
prerequisites	Students should have prior knowledge of normative ethics.

8. ECONOMIC DEVELOPMENT

code	EBM095B05
objectives	Upon completion of the course the student: 1. Has advanced academic knowledge and understanding of frameworks for analyzing economic growth and development. 2. knowledge areas and can draw links between the findings in international scientific and subject-specific publications and relevant international developments in the area of economic growth. 3. Has an investigative and critical attitude towards the possibilities and limitations of the science for social questions and developments and is able to take a standpoint from an ethical viewpoint. 4. Knows the most important sources of international literature and keeps track of relevant (scientific) international publications in his or her field of study and keeps his or her knowledge at a sufficient level.
contents	Why are some countries poor and some countries rich? This course explores the measurement and analysis of growth and development in today’s world. Global economic growth has been rapid since the 1950s but uneven across countries, and major challenges to growth have appeared in the last decade. What were successful growth strategies in the past, 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.

coördinator	dr. G.J. de Vries
lecturers	prof. dr. R.C. Inklaar, dr. G.J. de Vries
programme	DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), 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 B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics, MSc Spatial Sciences (research) (Optional thematic courses (GERMTTO) year 1 and 2 Spatial Sciences)
phase	master
period	semester I a
credits	5 EC
literature	· Various, *Journal articles (to be announced)*
language	English
format	-lecture, -tutorial
assessment	-computer test/weekly quiz, -individual assignment , written exam
prerequisites	Intermediate-level of knowledge on theory and empirics of Economic Growth or Development Economics is strongly recommended.
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538 Coordinator: g.j.de.vries@rug.nl

9. ECONOMIC GEOGRAPHY

code	EBM094A05
objectives	Upon completion of the course the student is able to: 1. Obtain a thorough knowledge of recent developments in economic geography (which is an extension of modern trade theory) 2. Interpret the content of scholarly journal articles and answer questions related to those articles. 3. Reflect upon and position key developments in economic geography and discuss the link between the theory of economic geography and the empirics of the uneven distribution of economic activity over space. 4. Complete a computer simulation that applies concepts of Economic Geography.
contents	The geo-economic map of the world changes constantly. Globalization has led to a rapid increase of these changes in the location decisions of firms. This course aims to provide students with a better understanding of the resulting changes in the geo-economic patterns of the uneven distribution of economic activity over space and the underlying strategic decision of firms to re-locate in (or offshore to) knowledge intensive clusters of economic activity. We discuss key

	theories and empirical evidence to understand these changes and, subsequently, discuss the firm level drivers of these changes.
coördinator	prof. dr. S. Brakman
lecturers	prof. dr. J.H. Garretsen, Guest Lecturer(s), prof. dr. S. Brakman
programme	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 B 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)
phase	master
period	semester II a
credits	5 EC
literature	· Brakman, S., J.H. Garretsen, C. van Marrewijk, *An Introduction to Geographical and Urban Economics*, 3rd edition, ISBN: 978-1-108-41849-2 (Hardback) ISBN: 978-1-108-40736-6 (Paperback), deliverable as of December 2019 · , ca. € 62.99 · Various, *In addition, recent state-of the-art articles will be selected (these will change on a year-to-year basis)*
language	English
format	-computer practical, -lecture, -tutorial tutorials are, in fact, discussions/presentations of answers to questions by lecturers (these answers are handed in by students and form the basis of the discussion)
assessment	-group assignment , -written exam (open questions)
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538

10. ECONOMIC GROWTH IN HISTORY

code	EBM101A05
objectives	Upon completion of the course the student is able to: 1. compare and align theories of growth with the facts of history. 2. critically assess main explanations for convergence and divergence. 3. analyze quantitative data and models. 4. reflect on and write about the topics mentioned applying high-level scholarly insights. 5. present individually and discuss academic papers in a scholarly setting.
contents	The aims of this module are to provide at an advanced level the sources

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

coördinator	prof. dr. J. Bolt
lecturers	G. Lecce PhD., prof. dr. J. Bolt
programme	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) B MSc ED&G), MSc Economics (electives A MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· Various, *Selected articles from academic journals* · Various, *Student's choice of articles from academic journals*
language	English
format	-individual supervision, -combined lecture tutorial -interactive seminar-tutorial
assessment	-group assignment , -individual assignment , -individual oral presentation Group assignment is a term paper in couples
prerequisites	Introductory Bachelor course in Economic History or Development Economics (level: E. Helpman, *The Mystery of Economic Growth*,

London, 2004; David N. Weil, *Economic Growth*, Singapore, 2009; C.I. Jones, *Introduction to Economic Growth*, London, 2002; K.G. Persson, *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present*, Cambridge, 2010).

remarks Info: Dr Jutta Bolt, e-mail j.bolt@rug.nl
Secretary Kim Beute, phone +31(0)50 3637018, e-mail k.beute@rug.nl, room 5411.0734

11. ECONOMICS OF REGULATING MARKETS

code EBM148A05

objectives Upon completion of the course the student is able to:
1. use insights from micro-economics, finance as well as international economics to discuss the way network industries in particular in energy, but also in transport and telecom could be regulated;
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;
3. understand academic papers on the design of regulation of in particular energy markets and how the effects of regulation could be evaluated.

contents 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) 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 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 conventional plants are replaced by renewable sources (as wind and solar)? 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.). 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. Each week we discuss a specific topic. We start by discussing the question why some markets, in particular energy markets, need regulation and others not, 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 renewables) affects the electricity sector/market. In the final meeting, we pay attention to the retail energy market, discussing how competition can be implemented in markets where the demand is affected by factors like (perceived) switching costs and trust retailers. Every week there will be assignments, which are discussed in the tutorials based on presentations by students. In addition, there will be a few extra meetings where we recap the material of the first weeks. This course is part of the focus area 'Energy'. When you focus your MSc on energy subjects you will be awarded an official acknowledgement on your diploma, improving and broadening your career opportunities in the energy sector. Prerequisites are mentioned in the Teaching and Examiniation Regulations: 'Focus areas in the master programmes'.

coördinator	prof. dr. M. Mulder
lecturer	prof. dr. M. Mulder
programme	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 A 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
phase	master
period	semester II b
credits	5 EC
literature	· Mulder, M., Textbook *Regulation of Energy Markets*, Springer, free available for UG students via https://rd.springer.com/book/10.1007%2F978-3-030-58319-4 (ISBN: 9783030583194)

language	English
format	tutorials, -guest lecture, combined lectures/tutorials 1 guest lecture
assessment	-group assignment , -group oral presentation , -written exam (open questions) Determination of final grade: weekly assignments: max 20%; written exam: max 80%
prerequisites	Open to all MSc students, but students are recommended to have some background in microeconomics and finance.
remarks	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

12. EMERGING MARKETS (MSC)

code	EBM085A05
objectives	Upon completion of the course, the student is able to: 1. Identify and describe: • emerging markets • emerging market multinational firms 2. Recognize and distinguish between the macro-, meso- and micro-level contingencies shaping firm behavior in emerging economies. 3. Describe and discriminate various forms of organizations in emerging markets such as private, family-owned, state-owned, and business group affiliated firms. 4. Distinguish, apply and evaluate theories of strategic management and international business to explain: • firm behavior in emerging economies • multinational firm behavior investing in to emerging markets, and investing out of emerging markets. 5. Analyze and synthesize information to solve business cases and real-world issue(s). 6. Relate logically arrived solution(s) to real-world issues with theory and formulate opinion. 7. Articulate and present opinion(s) in a written or oral form. 8. Evaluate alternate solutions to real world issues and select the most feasible option.
contents	The course 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.

coördinator	dr. S.R. Gubbi
lecturers	L. Ge, dr. S.R. Gubbi
programme	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 B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives A MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), MSc Marketing (electives B Marketing Management), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· Various, *Business cases*, download links will be made available · Various, *Published articles in academic journals and business magazines*, to be accessed using RuG library resources
language	English
format	lectures and tutorials
assessment	-group assignment , -individual assignment , -written exam (open and mc questions) For regular students, it is important to participate in all the classroom related activities and assignments.
prerequisites	> Student has prior knowledge and understanding of international business and multinational working environment. > Student is able to read, comprehend and analyze academic case studies and company annual reports.
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, 5411.0538

13. ENVIRONMENTAL PSYCHOLOGY

code	PSMSB-2
objectives	After attending this course, students will be able to: - appraise the contribution of psychologists to promoting a sustainable society, - explain the interactions between human and the natural and built environment, - explain how environmental conditions affect human behavior and

	well-being, - identify individual, social and cultural factors affecting environmental behavior, - apply psychological theories, methods and interventions to understand and manage environmental problems, - identify which interventions can be implemented to manage environmental problems, - explain which factors affect the acceptability of environmental policies, - reason why interdisciplinary research is needed to manage environmental problems.
contents	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	prof. dr. E.M. Steg
lecturers	guest lecturers, prof. dr. E.M. Steg
programme	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma psychology (EN) (Ma psychology (Applied Social Psychology)), Ma psychology (EN) (Ma psychology (Environmental Psychology)), MSc Energy and Environmental Sciences (Electives Year 2), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· Linda Steg & Judith I.M. de Groot, *Environmental psychology: An introduction (2nd edition)* (ISBN: 9781119241089), ca. € 40.00
language	English
format	lecture
assessment	written exam (essay) DIGITAL
prerequisites	This course is available for all RUG-master students. For non-psychology students there is an application form that can be obtained at the Student Service Desk of the Faculty BSS/GMW

14. ETHICS FOR FUTURE GENERATIONS

code	FI204FG
objectives	The aim of this course is to familiarise students with central ethical questions around future generations, with a focus on more applied issues. Students will understand what different ethical frameworks, both consequentialist and non-consequentialist, imply for our duties towards future generations; understand the debate around longtermism; and engage competently with applied questions to do with future generations, including climate change and existential risk prevention (including AI, climate, and pandemic risk). If successful, the course will also challenge our preconceived notions about what the most important issues are to work on, both as individuals and collectively.
contents	The first half of this course covers some theoretical questions around future generations. We start with discussing longtermism, the very strong claim that in many central decisions, both individually and collectively, regard for the long-term future trumps short and medium-term concern. We then cover the basics in population ethics, to understand how axiological theories can make sense of our duties towards future generations. In session 3, we cover alternative, non-consequentialist theories by focusing on intergenerational justice. The second half turns toward applied issues. On most theories, but particularly longtermism, a central future-regarding duty is to prevent catastrophic and existential risk. We will discuss two of the biggest existential risks, namely pandemic risk and AI risk. In the final session, we discuss climate change, both from an existential risk but also an intergenerational justice perspective.
coördinator	dr. A.T. Schmidt
lecturer	dr. A.T. Schmidt
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	· *A reading list will be made available in due course.* · As inspiration for the section on existential risk, you can watch Toby Ord's short video on his new book *The Precipice* (or read the book). ·
language	English
assessment	essay Essay (a presentation must be given to get the credits, but the presentation itself does not receive a grade)
prerequisites	Previous working knowledge in ethics and, to some extent, political philosophy required.

15. FALLACIES

code FI204JL

objectives Upon completion of the course, the students can:

• discuss connections between argumentation and dialogue types as inquiry dialogue, deliberation dialogue, persuasion dialogue, negotiation dialogue and verbal strife.

• adopt a well-considered stance towards the argumentative and epistemic virtues and vices of using ‘means of persuasion’ such as: pressure, emotional appeal, personal trustworthiness, and vagueness and ambiguity.

• use software for the design of online deliberation procedures to develop a small pilot study into the testing of an hypothesis about the effects of particular design choices in online deliberation on the quality of argumentation.

• discuss feminist insights on adversariality in argumentative discussion.

• develop an argumentation theory about a fallacy at choice.

• write an essay in which he/she reports on a research project on a fallacy

contents In this course, we discuss the nature of sound argumentation, and how it connects to ‘means of persuasion’ such as pressure, emotion, trust and the vagaries of meaning. The recurring theme is: what distinguishes reasonable and fallacious uses, and how far can we get with building a dialogue-theoretical model of the distinction? We focus on: the fallacy of the stick (ad baculum), the fallacy of bargaining, the pathetic fallacy (ad populum), arguments from popularity (also a kind of ad populum), personal attacks (ad hominem), and the fallacy of ambiguity (equivocatio). We pay special attention to the questions: How to respond to a fallacy? How to design deliberation that strikes a good balance between rhetorical effectiveness and dialectical reasonableness? Should discussion be adversarial or cooperative?

coördinator dr. J.A. van Laar

lecturer dr. J.A. van Laar

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

phase master

period semester II a

credits 5 EC

literature · *Digital reader “Fallacies”*

language English

prerequisites None required

16. FINANCIAL AND ECONOMIC ORGANIZATION OF HEALTHCARE MARKETS

code EBM194A05

objectives After completion of this course in health economics you are able to:

1. Explain and evaluate the economics behind health insurance, from

an individual, firm and societal perspective.
2. Outline, and explain possible reactions to, incentives faced by physicians, hospitals, and the pharmaceutical industry.
3. Discuss how regulation can and should affect incentives faced by these actors.
4. Outline how the pharmaceutical industry carries out and makes decisions regarding research and development.

contents 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.

coördinator dr. A. Bergemann

lecturers dr. A. Bergemann, H.H. Dijk MSc.

programme 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 B MSc Economics), MSc Finance (electives A MSc Finance), Msc Philosophy, Politics and Economics

phase master

period semester II a

credits 5 EC

literature
- Bhattacharya, Jay, Timothy Hyde, Peter Tu, *Health Economics* (ISBN: 9781137029966), ca. € 77.00

language English

format -lecture, -tutorial
and seminars

assessment -group assignment , -written exam (open questions)

remarks Secretary: Kim Beute k.beute@rug.nl

17. FOREIGN DIR. INVESTMENT & TRADE (MSC)

code EBM086A05

objectives The aim of this course is fourfold:
1. To Introduce modern globalization and the current discussion on the

winners and losers of globalization.
2. To describe recent developments in international trade theory that highlight the importance of individual firms (including MNEs); illustrate what can (or cannot) be explained using standard trade theory; and why modern developments are essential to understanding international firms.
3. To examine recent empirical evidence in order to discover whether the theoretical predictions about trade, its consequences and MNE behavior correspond to the stylized facts in the "real world".
4. To analyze empirical evidence that tries to explain various aspects of MNE behavior; export choice vs the MNE choice, the importance of organizational forms that make firms successful on the international market, etc.

coördinator prof. dr. S. Brakman
lecturers prof. dr. S. Brakman, prof. dr. J.H. Garretsen
programme 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
phase master
period semester I a
credits 5 EC
literature
- Various, *Syllabus* with current journal articles
- Helpman, E., *Understanding Global Trade* (as background/refresher) (ISBN: 9780674060784), € 24.80

language English
format -lecture, -tutorial
assessment -written exam (open questions)
written exam with open questions-100%; students will actively participate in group discussions. Group discussions are based on answers to questions (by lecturers) based on articles).
prerequisites Admittance to the MSc IE&B.
remarks 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.

18. GLOBAL DYNAMICS AND LOCAL COSMOLOGIES: STUDYING RELIGIOUS CHANGE

code THM-GDLC5
objectives Students will be able to:
- Summarize and discuss theoretical approaches dealing with the study of culture and cultural change
- Explain related analytical concepts like culture, value, hierarchy,

structure, event, among others
- Relate and discuss the theoretical approaches with reference to specific cases concerned with the dynamics between global and local processes

contents	The course intends to give insight into the processes that are involved in the interaction between local cultural and religious systems and global economic, political and ideological forces like capitalism and colonialism. In contrast to the widespread assumption that indigenous local cultures just give way to overpowering global forces there are many examples of local cultures dealing very creatively with aspects of globalization on their own terms. We will deal initially with the concepts of society and culture in order to have a firm basis to discuss the dynamics between local and global patterns and cultural change. We will then discuss in some detail the theoretical approaches of Louis Dumont and Marshall Sahlins (perhaps others) in relation to specific cases. At the end of the course students will write a reflection essay in which they are asked to bring into dialogue a concrete ethnographic case with selected theories (or aspects thereof) discussed in the course.
coördinator	dr. P. Berger
lecturer	dr. P. Berger
programme	Msc Philosophy, Politics and Economics
phase	
period	semester I b
credits	5 EC
literature	· *will be announced later*
language	English
format	lectures and seminars
assessment	
	written assignments per session (30%), presentation(s) (30%), reflection essay (40%)
remarks	· Workload: sessions 21h, readings 80h (ca. 480 pages), written assignments 12h, presentation(s) 6h, reflection essay 21h. · * 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. · In the event of emergency situations and force majeur, 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.**This module will not be offered in 2021-2022.** ·

19. GLOBAL FINANCE AND GROWTH

code	EBM150A05
objectives	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. 5. Apply this knowledge and these theories to case studies such as the 1970s oil crisis, global imbalances, or the Euro-crisis.
contents	What is money? What is debt? What do banks do? How are financial relations between households and firms organized? And between states? How do financial flows relate to trade flows? What was the Gold Standard and the Bretton Woods system? What system do we have now? Why do countries have international reserves? What are shadow banks? How does the Eurozone work? Why was there a global financial crisis in 2007? Why was there a Eurocrisis? These are the questions we ask in this course. You will acquire theoretical and factual knowledge. You will learn a conceptual apparatus to discuss international finance problems. You will weigh different views on the international financial system.
coördinator	prof. dr. D.J. Bezemer
lecturers	dr. A.C. Steiner, prof. dr. D.J. Bezemer
programme	Courses 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
phase	master
period	semester I b
credits	5 EC
language	English
format	-lecture, -tutorial (This course requires harder work than most Master courses – be prepared to spend about 15 hours each week (7 x 15 = 105 hours, still less than 5 ECTS). We use the Futurelearn platform. You learn by on-line activities (viewing, reading, discussing), through self-study, and in tutorials.)
assessment	-computer test/weekly quiz, -intermediate exam (open questions) In some weeks there is an online test, in other weeks students annotate texts using Perusall. There is a mid term assignment and a final assignment.
prerequisites	You should understand balance sheets, national accounting, the balance of payments system, and basic international macroeconomics (exchange rates, interest rates, capital flows)

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

20. HEALTH ECONOMICS AND POLICY

code EBM195A05

objectives After completion of this course in health economics you are able to:
1. Explain why health economics exists as a distinct branch of economics.
2. Outline, and critique, common economic models of individual decision-making with regard to health.
3. Explain how principles of economics inform public policy with regard to health.
4. Discuss how future health policy may be affected by demographic pressures.
5. Outline how developing countries may face specific different challenges.

contents 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.

coördinator prof. dr. J.O. Mierau

lecturers prof. dr. G.J. van den Berg, prof. dr. J.O. Mierau

programme Courses Exchange (MSc) (Courses Exchange Students (MSc) without limited access), MSc BA - Health (electives A MSc BA Health), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), Msc Philosophy, Politics and Economics

phase master

period semester I b

credits 5 EC

literature
- Bhattacharya, Jay, Timothy Hyde, Peter Tu, *Health Economics*, 2013, Palgrave (ISBN: 9781137029966), ca. € 71.00

language English

format -lecture, -tutorial

assessment -written exam (open questions)

remarks Info: Prof Jochen Mierau, e-mail: j.o.mierau@rug.nl
Secretary: Kim Beute, e-mail: k.beute@rug.nl, room 5411.0734, phone: +31 (0)50 363 7018

21. HEGEL'S PRACTICAL PHILOSOPHY

code FI204HP

objectives The goal of this course is that students can make some sense of a very important, but also notoriously difficult book: Hegel's *Elements of the*

Philosophy of Right (1821). They will learn to situate it in its historical context, but also to evaluate the systematic merits of some of its key concepts, such as “ethical life” (Sittlichkeit) and “spirit” (Geist). They will critically discuss what notion of freedom Hegel wants to realize in his account of modern society, and whether his attempt can be described as success or failure.

contents	We will try to understand the practical philosophy of GWF Hegel, as laid down in his *Elements of the Philosophy of Right*. This book is one of the keystones of the history of Western Philosophy, and yet, to this day, its interpretation remains controversial. Was Hegel a liberal or a conservative? A Kantian or an Anti-Kantian? What to make of notoriously difficult notions such as “ethical life” (Sittlichkeit”) or “spirit” (Geist) – are those dangerously metaphysically loaded ideas, or should one understand them as elements of sociological theory *avant la lettre*? We will read selected passages from the *Elements of the Philosophy of Right*, and try to understand them both in their historical context and from a systematic perspective. The focus will be in particular on the kind of society that Hegel envisaged, in which he saw freedom realized.
coördinator	prof. dr. L.M. Herzog
lecturer	prof. dr. L.M. Herzog
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester II a
credits	5 EC
literature	· Hegel,*Elements of the Philosophy of Right* – edition and secondary literature will be announced before the course
language	English
prerequisites	Some knowledge of Kant’s philosophy would be helpful
remarks	PPE elective and open to all other Master programs (also history of philosophy)

22. INCLUSIVE FINANCE

code	EBM069B05
objectives	Upon completion of the course the student is able to: 1. demonstrate ability to summarize current theories on the economics of microfinance, finance and development, inequality and financial inclusion. 2. apply analytical tools to deal with microfinance and financial inclusion issues in developing countries. 3. evaluate current debates on the importance of financial inclusion in the process of economic development.
contents	The course is designed for MSc students with a background in (business) economics. The focus is on the role of financial markets in

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

coördinator	dr. K. Czura
lecturers	dr. K. Czura, Guest Lecturer(s), dr. A.M. Mueller
programme	Courses Exchange (MSc) (Courses Exchange Students (MSc) with limited access), DD MSc Economics - Universidad de Chile, Santiago (1.5-year) (electives for students from Chile), DD MSc ED&G - Lund University, Lund (2-year) (core programme DD MSc ED&G - Lund University, Lund (2-year)), DD MSc Finance - Lund University, Lund (1.5-year) (core programme for students from FEB), 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 B MSc Economics), MSc Finance (electives A MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester II b
credits	5 EC
literature	· Armendáriz, Beatriz, Jonathan Morduch, *The Economics of Microfinance*, 2nd edition, MIT Press Ltd, 2010 (ISBN: 9780262513982), ca. € 33.00 · Various, *List of academic papers*
language	English
format	-guest lecture, -lecture, -tutorial and guest lectures
assessment	-group oral presentation , -written exam (open and mc questions)
prerequisites	The course is open for all students with a Bsc in business or economics.
remarks	The course can be followed as an elective for the different master programmes within the Faculty of Economics and Business and is open for a max of 8 Exchange Students.

The course is part of the focus area on finance and development together with the course International Finance and Development (EBM207A05).
Secretariat: phone +31 (0)50 3633685, room 5411.0836

23. INTERNATIONAL BANKING AND FINANCE

code	EBM096A05
objectives	Upon completion of the course the student: 1. Understands the fundamentals of money, credit and banking. 2. can describe, analyze and evaluate nonbank financial institutions, financial innovations and internationalization. 3. can describe, analyze and evaluate consequences for the economy's growth and stability. 4. can interpret theory and empirical findings of a scientific paper and critically evaluate them. 5. can effectively use this knowledge in open conversations, in debates and in writing.
contents	In this course we study internationally operating banks and other financial institutions from an institutional, evolutionary perspective, and with attention to their impacts on the economy. We start by studying money, credit and banking. We study consequences for the economy's growth and stability. We take a balance sheet approach to understanding each topic. Study materials include online lectures, empirical academic articles and policy papers.
coördinator	prof. dr. D.J. Bezemer
lecturers	Guest Lecturer(s), prof. dr. D.J. Bezemer
programme	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), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
language	English
format	-lecture, -tutorial There is also online learning with online lectures and reading materials
assessment	-computer test/weekly quiz, -individual assignment In some weeks there is an online test, in other weeks students annotate texts using Perusall.
prerequisites	Intermediate quantitative methods, intermediate micro economics, intermediate macro economics, basic banking, accounting. Knowledge

	of econometrics (OLS, fixed effect models, limited dependent variable models) is recommended.
remarks	Secretariat GEM: e-mail gem.feb@rug.nl, room 5411-0538; 0503633458

24. MODERNITY AS DOMINANCE: ADORNO AND FOUCAULT

code	FI164MD
objectives	· Acquiring insight into the distinct conceptual characteristics of Frankfurt School Critical Theory and the Foucauldian poststructuralist critique of modernity. · Getting acquainted with different views of the relation between these different types of critique. · Ability to discuss these bodies of theory in written and oral forms.
contents	Theodor Adorno and Michel Foucault both developed, in their distinct ways, radical critiques of modernity – as a regime of disciplining power rather than emancipation, upsetting the received optimist angles to modernity. Adorno's central concept was 'instrumental reason', Foucault employed concepts such as 'discipline' and 'governmentality'. Both theoretical stances generated a host of commentaries, separately and in comparison. These hold different views of the relation between Adorno's Critical Theoretical and Foucault's poststructuralist forms of critique. We will study parts from these two philosophers' own works, as well as a selection from the secondary literature, with authors such as Axel Honneth, Seyla Benhabib, Paul Rabinow, Thomas Lemke, Lois McNay and others. The two approaches clearly concur in certain respects, but what motives and premisses do they actually share, and where do they part company?
coördinator	dr. J.A. Vega
lecturer	dr. J.A. Vega
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I b
credits	5 EC
literature	· *A digital reader*
language	English
format	discussion group Discussion seminar; reports of readings
assessment	essay, written assignment(s) In-between written assignments and final essay
prerequisites	Preferably several third year courses in social and political philosophy. When no such previous knowledge, consult the lecturer.
remarks	This course will consist of active student engagement and discussions rather than lectures. Students are expected to prepare the texts well, actively contribute to the sessions, and feel co-responsible for the intellectual process that a master course is. Your obligations further

include a number of written preparations; mine consist in providing you with steady feedback, and theoretical context where necessary. You will thus be able to trace your own progress as to intellectual insight and philosophical writing skills throughout the course.
The course adopts a no-screens policy: no digital devices are allowed in class.

25. MONETARY POLICY AND FINANCIAL REGULATION

code EBM107A05

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

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

coördinator prof. dr. J.M. Berk

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

programme Courses 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 A MSc Economics), MSc Finance (electives

	B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	· Various, *Articles that will be announced on Nestor* · Vives, X, *Competition and stability in banking*, 2016, Princeton University Press, Princeton, chapters 2, 3 (exl 3.5), 4.1, 5, 7, 8 (160 pages) (ISBN: 9780691171791), € 30.00 · De Grauwe, P., *The Economics of Monetary Union*, 2020, Oxford University Press, Oxford, 13th edition (ISBN: 9780198849544)
language	English
format	-guest lecture, -lecture
assessment	-written exam (open questions)
prerequisites	Open for all Master students
remarks	Only available on Friday. Coordinator: Prof. Jan Marc Berk, j.m.berk@rug.nl Secretary Grietje Pol, phone +31(0)50 3633685, e-mail g.pol@rug.nl, room 5411.0836

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

code	EBM164A05
objectives	- Analyze the role of money and banks in the economy, from three theoretical perspectives (Neoclassical, Post-Keynesian. Neo-Austrian). - Experience how theoretical perspective influences analysis and policy.
contents	There are four modules. In three two-week modules, Students analyze the role of money and banks in the economy, from three theoretical perspectives (Neoklassical, Post-Keynesian, neo-Austrian). In the fourth module, students experience how theoretical perspective influence policy analysis.
coördinator	prof. dr. D.J. Bezemer
lecturers	prof. dr. L.H. Hoogduin, prof. dr. D.J. Bezemer, prof. dr. E. Sterken
programme	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 A MSc Economics), MSc Finance (electives B MSc Finance), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
language	English
format	-combined lecture tutorial
assessment	-computer test/weekly quiz, -individual assignment flipped classroom, homework, online learning, group-based explorative tutorials

prerequisites Admission to the MSc Economics, MSc Finance and/or MSc International Economics and Business. Students need to master undergraduate macroeconomic models. There is a macroeconomics entry test. Note that a management/business/ Bachelor's degree will not give you enough grounding for this course.

remarks Secretariat GEM: room 5411-0536 (Duisenberg building), Front Office: room 5411-0538, phone: +31 (0)50 363 3458, email: gem.feb@rug.nl

27. NEUROETHICS

code FI204DB

objectives The aim of this course is for students to:
- understand the rise, scope, and definition of neuroethics
- be familiar with a number of neuroethical debates.
- be able to grasp and clearly articulate what is at stake in these debates
- be able to constructively engage with these debates
- be equipped with the tools for approaching other neuroethical issues

contents Neuroethics is a research area concerned with the ethical implications of our increasing understanding of the brain and cognition. In this course we will first address the history, scope and definition of this relatively new approach. After that we zoom in on a number of specific neuroethical debates. Among these are: the neurological basis of moral decision-making, the impact of neuroscientific knowledge on criminal law, the ethics of cognitive enhancement, the ethics of neuromarketing, the impact of technology on moral cognition, and neurodiversity.

coördinator dr. D.D. Brandenburg

lecturer dr. D.D. Brandenburg

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

phase master

period semester II a

credits 5 EC

literature · *To be announced*

language English

prerequisites Introduction to Ethics

28. PERSONNEL ECONOMICS

code EBM678A05

objectives Upon completion of the course the student is able to:
1. Classify the underlying economic principles of HR instruments
2. Combine different economic models and theories of personnel policies.
3. Argue why different types of organizations use different personnel policies.
4. Convince financial and other managers of effects and efficiency of personnel policies.

contents 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.

coördinator	dr. P.H. van der Meer
lecturer	dr. P.H. van der Meer
programme	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
phase	master
period	semester I b
credits	5 EC
literature	· Various, *Articles cited at the companion nestor site.* · Lazear, Edward P., Michael Gibbs, *Personnel Economics in practice*, 2015, John Wiley & Sons, Hoboken NJ. 3rd Edition, October 2014, ©2015 (ISBN: 9781118918760), ca. € 63.00
language	English
format	-guest lecture, combined lectures/tutorials Mandatory lectures
assessment	-computer test/weekly quiz, -individual assignment
remarks	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

29. PHILOSOPHY OF CLIMATE SCIENCE

code	FI184FM3
objectives	· Knowledge of philosophical issues related to climate science. · Ability to apply arguments from philosophy of science and epistemology to concrete political debates.
contents	Climate science is an enormously complex, interdisciplinary subject, which has become highly politically charged. We will discuss a variety of issues raised by climate science and policy-making, such as how climate science is supported by the evidence, the types of uncertainties involved, decision-making regarding climate policy, the impact of climate skepticism, and issues of moral responsibility.
coördinator	dr. L. Henderson
lecturer	dr. L. Henderson
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics
phase	master
period	semester II a
credits	5 EC
literature	· *Readings will consist of articles from the recent philosophical literature.* · *These will be available either at the library or on Nestor.*
language	English
format	discussion group, lecture Lectures and group discussion
assessment	essay Final essay

30. PHILOSOPHY OF ILLNESS AND MEDICINE

code	FI204IM
objectives	· Developing exegetical, analytical, and critical skills · Developing skills of conversation, presentation, and composition · Developing familiarity with the philosophical literature on illness and medicine
contents	What makes a person ill? Is it that their bodily state is one of physiological dysfunction (naturalism), or that it is bad for them (normativism), or that it is socially constructed as other and lesser (social construction), or that their way of inhabiting the world is changed (phenomenology)? In the first part of the course, we examine the points of agreement and disagreement between these various views. A complex picture of illness emerges: illness is at once a very private, often difficult affair; a matter of politics and a site of public tension; and a major scientific issue. In the second part of the course, we turn our attention to medicine. We study the questions of when and why to diagnose, of how to integrate very different types of evidence (clinical judgment, first-personal knowledge of one's body, scientific knowledge of biological mechanisms, statistical results from large-scale studies), and of the extent to which, in the end, various medical

	interventions are effective at addressing illness.
lecturer	dr. C.M.F. de Canson
programme	Ma Philosophy, Ma Philosophy and Education, Ma Philosophy and Society, Master Exchange Courses, Msc Philosophy, Politics and Economics, Researchmaster Philosophy
phase	master
period	semester I a
credits	5 EC
literature	· *All readings will be made available online*
language	English
format	lecture, seminar Seminar discussion
assessment	homework exam, written assignment(s) Weekly assignments (10%), peer-reviewed essay (90%)
prerequisites	No clinical knowledge/experience, or acquaintance with specific philosophical texts is required. However, familiarity with philosophical methodology will be assumed.

31. PLACE, REGIONS AND IDENTITIES

code	CFMCG01A05
objectives	Place, Regions & Identities considers the overarching concepts and ideas in cultural geography, especially those pertinent to regional development.
lecturer	prof. dr. C.F. van den Berg
programme	MSc Cultural Geography, Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
language	English

32. POWER AND LEADERSHIP

code	PSMAB-7
objectives	After this course students: - know the more relevant contemporary organizational psychological theories on power and leadership, - have a better understanding of the scientic articles in the power and leadership domain, - have insight in rhetorical tools in visionary speeches, - can use rhetorical tools in visionary speeches.
contents	In this course the more recent and relevant research insights related to the topic of power and leadership in organizations will be addressed. More specifically we will focus on, for instance, the effects of power on perception and behavior, the 'dark side' of power and leadership, the constraints and opportunities related to charismatic and transformational leadership, gender and leadership, the personality characteristics of effective leaders, the relationship between emotions and leadership, and the use of vision and rhetoric.

coördinator	prof. dr. B.M. Wisse
lecturer	prof. dr. B.M. Wisse
programme	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma psychology (EN) (Ma Psychology (Work, Organizational and Personnel Psychology)), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· *Journal articles; List of articles will be provided via Nesor*
language	English
format	lecture
assessment	written exam (essay), written exam (multiple choice)
remarks	The capacity for this course is 80 students.

33. RACISM, COLONIALISM, AND THE HISTORY OF PHILOSOPHY

code	FI194LB
objectives	Upon successful completion of the course, participants should be able to: · Understand the role of racism in the development of the philosophical canon in Europe; · More competently engage with primary and secondary philosophical sources on racism, slavery, and colonialism; · Think critically about eurocentrism in the contemporary historiography of philosophy
contents	The question of race has played a crucial role in the history of philosophy. At the moment that colonialism was at its height, major modern philosophers such as Locke, Hume, and Kant developed theories about race and contributed to an emerging racist discourse. Their ideas are often appalling from a contemporary point of view. Kant, for example, wrote that 'humanity exists in its greatest perfection in the white race' and that 'the Negro can be disciplined and cultivated, but is never genuinely civilised'. He further wrote that 'Americans and Blacks cannot govern themselves. They thus serve only for slaves.' These ideas were not only used to legitimise colonialist practices but also played a formative role in the historiography of philosophy. Overviews of the history of philosophy that were written before 1800 CE typically include Asian and African sources and often assume that philosophy originated outside Europe. In contrast, historiographers who followed Kant developed a completely Eurocentric canon of philosophy and actively wrote all Asian and African traditions out of its history. Most academic institutes of philosophy still adhere to this canon and 'non-Western' philosophy continues to be underrepresented in contemporary philosophical practice. In this course, we will explore the way in which philosophers have written about race and colonialism, and the way in which their ideas shaped the historiography of philosophy. The course starts with a brief

introduction into the history of racism and colonialism, and a philosophical analysis of the relevant concepts. After that, we will look at historical philosophical sources that deal with the question of race, slavery, colonialism, and anti-colonialism. Next, we will focus on racism in the historiography of philosophy and its impact on the canon of philosophy. In our final class, we will discuss post-colonial and decolonial perspectives on philosophy and its future.

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

34. RELATING AS EQUALS

code	FI214RE
objectives	The aim of this course is to familiarise students with the theory of justice known as relational egalitarianism. At the end of the course, students should: be able to understand relational egalitarianism as a theory of justice and how it differs from distributive theories of justice; understand central arguments for and against relational egalitarianism; be able to analyze what it takes to relate as equals in different domains, e.g. in the political sphere and in the workplace.
contents	Relational egalitarianism as a theory of justice has recently gained traction. Justice is about relations, and not distributions, relational egalitarians argue. For a society to be just, people in the society must relate as equals, as opposed to inferiors and superiors. Thus, paradigmatic relational inequalities include discrimination, domination, exploitation and racism. In this course, we will explore relational egalitarianism as a theory of justice. The course consists of two parts. The first part introduces relational egalitarianism. We will explore what it requires to relate as equals and whether it is a plausible ideal of justice. Moreover, we will critically engage with relational egalitarianism and discuss whether it is indeed different from distributive theories of justice. The second part of the course builds upon the first part by exploring what it takes to relate as equals in different domains. We will discuss the relationship between relational

egalitarianism and democracy: is democracy a constituent part of relating as equals? Or does relational egalitarianism not apply to the political domain? We will also analyze the modern workplace from the point of view of relational egalitarianism. Do employers and employees relate in an inegalitarian manner? If they do, how can we make workplaces just, or at least less unjust? Finally, we will discuss what relational egalitarian justice requires when it comes to healthcare.

coördinator dr. A. Bengtson PhD.

lecturer dr. A. Bengtson PhD.

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

phase master

period semester I a

credits 5 EC

literature
- *A reading list will be provided before the seminar.*
- Relating as Equals (Cambridge University Press, 2018), *Among other things, we will read chapters from Kasper Lippert-Rasmussen*

language English

assessment essay
Essay

prerequisites Basic knowledge in moral and/or political and/or social philosophy

35. RELIGION, CONFLICT AND GLOBALIZATION: A CRITICAL INTRODUCTION

code THM-RCGI5

objectives At the end of this course, students will be able to:
- Describe and analyse, both orally and in writing, the intersections of religion, conflict and globalization in historical and contemporary contexts.
- Outline dominant approaches to studying religion, conflict and globalization in academia, policy and practice, as well as dominant critiques of these approaches.
- Understand the significance of ‘culture’, ‘society’, ‘politics’ and ‘power’, both conceptually and in practice, when studying religion, conflict and globalization.

contents This course will introduce students to the dominant theoretical approaches applied to the study of religion, conflict and globalization in the degree program. It will outline mainstream approaches to defining these three core concepts, along with the key critiques of these mainstream approaches and their implications for scholarship, policy and practice. Students will be exposed to a variety of disciplinary approaches including anthropology, political sociology, political philosophy and International Relations. Additional core insights will be the significance of ‘culture’, ‘society’, ‘politics’ and ‘power’ both as contested concepts and as factors affecting relationships amongst religion, conflict and globalization. The course will equip students with the necessary foundational knowledge and critical analytical

	skills to be further developed and applied throughout the rest of the degree program and in the final thesis.
coördinator	dr. J. Tarusarira
lecturers	dr. J. Tarusarira, dr. J. Martínez-Ariño, dr. K.E. Knibbe, prof. dr. C.K.M. von Stuckrad
programme	Exchange programme: mastermodules, Ma Programme Religion, Conflict and Globalisation, Ma Programme Theology and Religious Studies (Research), Ma Programme Theology and Religious Studies (Research), Msc Philosophy, Politics and Economics
phase	
period	semester I a
credits	5 EC
literature	· *Compulsory literature will be distributed during the course*
language	English
format	lectures and seminars
assessment	opdrachten, final paper weekly assignments (50%) and final paper (50%)
remarks	· Research master students can follow this course but will have a different course code: THRM-RCGI5. To complete this course as a ResMa student, they will do slightly modified assignments. This will be explained in the course guide. · In the event of emergency situations and force majeur, 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.

36. RESEARCH SEMINARS INTERNATIONAL RELATIONS

code	FI19PPEIR
contents	The master's programme of International Relations offers a number of Research Seminars that might be intersting for PPE students. Research Seminar: Dimensions of Citizenship Research Seminar: Multinational Corporations Research Seminar: Global Politics of Disease Research Seminar: IPE of Global Financial Markets Research Seminar: Political Economy of Migration Research Seminar: Maps and Power Research Seminar: Money, Trade and Crime Research Seminar: IPE in the 21st century Research Seminar: Integration Processes Research Seminar: Security Studies Research Seminar: The Politics of the Eurocrisis Research Seminar: Human Rights, Democracy, Peace Research Seminar: European Policy-making Research Seminar: Ethics and Global Political Economy Research Seminar: European Security Discourses Research Seminar: Conflict, Security and Development Research Seminar: Environment, Geopolitics Human

	Research Seminar: Europe and China Research Seminar: The Rise of East Asia Research Seminar: History, Culture and Politics of East Asia Most of these research seminars are programmed in the first semester, some in the second. If you plan to take one of these seminars, please contact the study adviser at fil-study-advisor@rug.nl.
programme	Msc Philosophy, Politics and Economics
phase	master
period	whole year
credits	10 EC
language	English
format	seminar
assessment	written exam, written exam with essay questions, report/presentation, written assignment(s)

37. RESPONSIBLE FINANCE AND INVESTING

code	EBM071A05
objectives	Upon completion of the course the student is able to: 1. Argue and analyze how firm financial performance is associated with corporate social responsibility and the other way round. 2. Argue and analyze how responsible investing and financing can be undertaken and integrated into asset management and balance sheet management. 3. Discuss and analyze what is responsible finance and investing and what are the main issues in this field. 4. Assess and analyze the drivers of responsible finance, banking and investing. 5. Assess and analyze the responsibility issues regarding finance, banking and investment.
contents	This course focuses on the role of non-financial attributes in production. We study the interaction between financial and social/environmental performance of firms, in particular financial institutions, and the impact of this interaction on finance and investment decisions. This regards both the firms as such as well as the investment portfolio. As to financing, it especially is appropriate pricing that will be discussed; as to investing, we investigate the impact of screening on performance. We highlight the costs and benefits of managing non-financial attributes and go into their pricing and into the consequences of inappropriate pricing. Students will be required to work on projects in which they try to come to grips with responsibility in financing and investing. They will experience how to make trade-offs between financial and non-financial performance . 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.

coördinator	prof. dr. L.J.R. Scholtens
lecturers	dr. A. Dalò, prof. dr. L.J.R. Scholtens
programme	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), MSc Economic Development & Globalization / ED&G (elective(s) B MSc ED&G), MSc Economics (electives B MSc Economics), MSc Finance (electives A MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics
phase	master
period	semester I b
credits	5 EC
literature	· *Set of articles from the academic literature*
language	English
format	-computer practical, -guest lecture, -lecture, -tutorial Combined lecture/tutorial. The computer practical is for supporting the assignment where students work on a optimization model in Matlab.
assessment	-group assignment , -individual assignment
prerequisites	Students will have a BSc degree in Economics and/or Business, a decent background in Finance & Investing and a keen interest in both Environmental and Social issues and in Banking, Finance and Investing. They are open to learning new skills and an interest in quantitative analysis.
remarks	Secretariat: phone: +31 (0)50 3633685, room 5411.0836

38. SOCIAL PHENOMENOLOGY

code	FI194CK
objectives	The aim of this course is to introduce students to key texts, concepts, debates and arguments in the phenomenological tradition relating to issues of sociality. Students will explore phenomenological understandings of the self, the Other, the social world, relationality and interpersonal relationships, in both classical and contemporary phenomenological contexts. By the end of the course, students will have gained a grounding in social phenomenology and will be able to compare, evaluate and critically assess differing phenomenological approaches and insights relating to core social concepts and social and relational issues.
contents	This course uses Martin Heidegger's 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.

coördinator dr. C.E. Knowles

lecturer dr. C.E. Knowles

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

phase master

period semester I a

credits 5 EC

literature

- trans. Macquarrie and Robinson Southampton: Basil Blackwell 1927/1962, Martin Heidegger's *Being and Time*
- *Other texts will be made available online or will be accessible as e-books through the library catalogue*

language English

prerequisites It is expected that students will have a prior background in philosophy or a related humanities or theoretical social science subject e.g. political theory, so that they are used to reading complex theoretical texts.

remarks It is advisable to purchase a copy of Martin Heidegger's Being and Time trans. Macquarrie and Robinson Southampton: Basil Blackwell 1927/1962, as this will be used throughout the course.

39. SUSTAINABILTY IN GLOBAL VALUE CHAINS

code EBM149B05

objectives 1. Describe the relevant aspects of sustainability in global value chains.
2. Explain and summarize specific sustainability issues that multinational companies are confronted with when developing their global value chain.
3. Evaluate and critically review journal articles related to both sustainability and the global value chain of multinational companies in a comparative perspective.
4. Have knowledge about the variety of solutions companies develop in order to handle the issues they are confronted with.
5. Have knowledge about the different effects of activities of activities.

contents 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).

coördinator	prof. dr. M.M. Wilhelm
lecturers	dr. B.J.W. Pennink, prof. dr. M.M. Wilhelm
programme	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
phase	master
period	semester II b
credits	5 EC
literature	· Various, *Academic articles*
language	English
format	-lecture, -tutorial
assessment	-computer test/weekly quiz, -group assignment , -individual assignment Groupwork and individual assignments and presentations.
remarks	Secretariat GEM: gem.feb@rug.nl, +31(0)50 363 3458, room: 5411.0536

40. THEORIES OF NETWORKS AND SUSTAINABLE COOPERATION

code	SOMASN02
objectives	After completion of the course, students (1) have an overview of main theoretical approaches in which social networks are used to explain sustainable cooperation and related phenomena at the individual and societal level; (2) are able to apply and reconstruct the social mechanisms behind social network explanations; (3) can apply social network analysis to study complex policy problems.
contents	Social networks are inextricably linked to almost any aspect of human life. Some even claim that we live in a network society. It is therefore not surprising that meanwhile there seems to be a social network explanation for almost anything, from obesity to revolutions. But what exactly is a network explanation? Despite the widespread use of the term "network theory", there is no coherent framework that would qualify as such. The main objective of this course is to systematically review the theoretical foundation of current social network research, disentangle its major assumptions, identify its strengths and weaknesses, and assess its explanatory power in relation to other approaches. 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?

coördinator	F. Giardini PhD.
lecturer	F. Giardini PhD.
programme	Course units for exchange students MSc level - Autumn semester (Sep-Jan), Ma sociology (Sociologie van de Netwerksamenleving), Msc Philosophy, Politics and Economics
phase	master
period	semester I a
credits	5 EC
literature	· C. Kadushin, *Understanding Social Networks. Theories, Concepts, and Findings* (ISBN: 9780195379471)
language	English
format	lecture, seminar
assessment	essay
remarks	The book by Kadushin is available as ebook from the University Library. We will read a selection of chapters from that plus academic articles on network theories. The full list of required readings will be published later.

41. TRADE, ENVIRONMENT AND GROWTH

code EBM097A05

objectives Upon completion of the course the student is able to:
1. Analyze and compare scientific papers with applications of input-output analysis (in the areas of trade, environment, and growth)
2. Identify cases (in the areas of trade, environment, and growth) where input-output techniques can be applied meaningfully
3. Analyze and interpret the information that is contained in an input-output table
4. Critically evaluate the working of the input-output model and its applicability in potential applications
5. Write simple computer programs to run the model
6. Apply (including the actual computations) the input-output techniques to simple questions
7. Carry out an input-output analysis of a real world problem and reflect on the plausibility and relevance of the results and conclusions

contents	This course (for which some basic knowledge of matrix algebra is indispensable) applies input-output analysis to issues on trade, on environment, and on growth. For the production of commodities and services, industries depend on other industries for their intermediate products. More and more, such linkages between industries cross borders. Input-output analysis is a tool that takes such interdependencies in the production structure into full account. It has been applied to a wide variety of topics, ranging from international and development economics to disciplines dealing with energy and environmental issues. The course will focus on three such topics. Typical questions are the following. How much high-skilled labor in the US is involved in satisfying the demand for cars by households in Australia, reflecting trade in production factors? What is the greenhouse gas footprint of China, or how large are the Chinese exports of greenhouse gas emissions? What percentage of the growth in German GDP between 1995 and 2009 was due to the increased household consumption in the rest of the EU? To analyze these questions, the World Input-Output Database will be used.
coördinator	prof. dr. H.W.A. Dietzenbacher
lecturers	prof. dr. H.W.A. Dietzenbacher, prof. dr. B. Los
programme	Courses 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), MSc Economic Development & Globalization / ED&G (elective(s) A MSc ED&G), MSc Economics (electives B MSc Economics), MSc Finance (electives B MSc Finance), MSc International Business & Management/IB&M (electives B MSc IB&M), MSc International Financial Management/IFM (electives MSc IFM), Msc Philosophy, Politics and Economics, Research Master in Economics and Business (electives ReMa-Research Methods)
phase	master
period	semester I b
credits	5 EC
literature	· Various, *Journal articles* for each topic (trade, environment, growth) · *Lecture notes* on: essentials of input-output analysis; a description of the World Input-Output Database; an introduction to computer software (e.g. Matlab or open source software). · *The lecture notes and journal articles mentioned above will be made available by the lecturer (free of charge).*
language	English
format	-lecture, -practical, -tutorial
assessment	-group assignment , individual exam Assignments for pairs or triplets of students (the large assignment is made with different fellow students than the two small assignments are).

prerequisites	Students with a BSc degree in Economics & Business Economics, Econometrics and Operations Research (or a comparable degree). Some basic knowledge of matrix algebra is indispensable for this course. An indication for a sufficient background is Chapters 15 and 16 in Essential Mathematics for Economic Analysis (4th edition) by Sydstaeter, Hammond and Strom, which is taught in the second year course Matrix Analysis and Optimization.
remarks	Secretary: gem.feb@rug.nl, +31 (0)50 363 3458, 5411 0538