



**Maastricht University**



## **Bachelor's programmes**

Arts & Culture, Digital Society, European Studies and Global Studies

Faculty of Arts and Social Sciences | 2021/2022

# Message from the Dean

Dear prospective student,

We are very happy that you are considering to come to Maastricht and to study with us, at the Faculty of Arts and Social Sciences (FASoS). One of the reasons why it is such a pleasure to work at FASoS is that it is so international. When strolling through the courtyard or having a coffee at our faculty café, Bandito's, you will not only hear Dutch and English, but also French, German, Italian, Spanish and many other languages.

Our staff are also from all over Europe and beyond, for example from the US and Canada. They have one thing in common: **to help you to get the best out of your education.**

When we ask students why they chose to come to Maastricht, they mostly refer to our small-scale and interactive teaching method, called **Problem-Based Learning (PBL)**. You get to work and discuss in small groups, with your fellow students and your tutor. You will examine and discuss very topical societal issues, be it in the sphere of culture or that of politics. As we work in such small groups, staff members are very easily accessible. They can help you throughout your study trajectory, for example when you need advice on internship options or on your future career path.

Another distinguishing feature of FASoS is that we work across disciplines and we channel our expertise. Our staff has a background in disciplines such as history, philosophy, political science, literature, sociology, anthropology and public administration. Our world is undergoing constant change and we thus study this from different angles. Both in our research and our teaching, we try to look at transformations from a Global and European level and what the implications for our society are. A case in point is the coronavirus (Covid-19) - which has been coined as a Pandemic by the World Health Organisation - that has an effect on how we live



and work together. This issue will not only have an impact on the way we teach and learn but it will also come back in our teaching as well as in our research.

We look forward to examining these and other global and European challenges together with you. We hope that you find the information in this brochure helpful.

In case you still have questions, we are always happy to answer these via email or telephone.

*Prof. Dr. Christine Neuhold*  
*Dean*  
*Faculty of Arts and Social Sciences*

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# Introduction

## Maastricht

### An enchanting city

Maastricht is a charming city steeped in history and culture, situated at the southernmost tip of the Netherlands. Its location at the crossroads of cultures – close to Belgium, Germany and France – has given Maastricht a distinct international atmosphere. Several European institutions have even chosen the city for their headquarters. While the city embraces innovative science, technology and art, it has nonetheless been able to hang on to its fascinating past, and its rich history still shines through on every street corner. Although it is a small city, with a population of around 121,000, its rich culture and bustling nightlife make Maastricht an exciting, safe and charming place to live and study.

In Maastricht, you will be studying in one of the oldest and most beautiful cities in the Netherlands, with its 17<sup>th</sup> century townhouses, cobblestone streets, enchanting squares, as well as striking modern buildings. Over the past decades, Maastricht has become a vibrant, international student city. Currently, students make up 17% of the city's overall population.

You can enjoy a rich cultural and social life in Maastricht, where new cultural initiatives are flourishing. A brilliant example of this is a former industrial area at the edge of the city centre which was transformed into a cultural hub, with an art house cinema, a regular cinema, a concert hall, a student hotel, and many more exciting initiatives for students. You can also easily reach European capitals such as Amsterdam, Brussels, Paris, London and Berlin, which are just a few hours away by public transport. Or you can simply walk or cycle across international borders, as Germany and Belgium are just around the corner.

## Maastricht University

### A well-rounded experience

Founded in 1976, Maastricht University (UM) is the youngest university in the Netherlands and it is still growing rapidly. Approximately 18,000 students are enrolled in a wide range of bachelor's, master's and PhD programmes. Right from the very beginning, the university has received international acclaim for its unique application of the Problem-Based Learning (PBL) method, in which students work and learn together in small groups to solve real-life problems. UM graduates can be found all around the globe, for instance, doing research at Cambridge and Harvard or working for multinationals in various countries.



## Faculty of Arts and Social Sciences

The Faculty of Arts and Social Sciences (FASoS) is one of the six faculties at Maastricht University and was founded in 1994. The faculty offers a place where scholars with different disciplinary backgrounds come together to conduct joint research. This interdisciplinary approach is predominant in our teaching as well; all of our programmes teach students to address issues from a variety of disciplines and perspectives.

### International outlook

At FASoS, we focus on creating an international environment, a place where our differences become our strengths. Every day, our students and staff are challenged with differing viewpoints and experiences as they interact with peers from all over the world. All of the faculty's programmes are taught entirely in English. And with 77% of our students and 42% of our staff coming from abroad, FASoS is Maastricht University's most international faculty. This diversity creates an atmosphere that strengthens the international orientation of our research and education.

As a student, you will be part of our close-knit, international student community. Already during your application phase, you will be introduced to your fellow classmates in our FASoS bachelor's community on Facebook. To help everyone settle in and get to know each other, we organise

faculty Introduction Days at the end of August. During this time, you will meet your personal mentor and your classmates from your first tutorial group. The tutorial groups, in which you work alongside a maximum of 15 students from all over the world, are at the heart of our education process. The academic year is divided into periods of 4-8 weeks, and you will switch groups every period. This allows you to get to know everyone quickly, in case you do not already know them after meeting in our common room or faculty study spaces.

### Problem-Based Learning

All FASoS programmes are taught using Problem-Based Learning (PBL). You will work in small tutorial groups and together seek solutions to 'problems' taken from real-world situations. The tutorial groups are a forum for research, analysis, debate, negotiation and feedback. Learning takes place in an active, constructive and collaborative manner under the guidance of a tutor. The tutors act as facilitators, offering assistance when needed. This allows you to become independent and to develop problem-solving skills that you will use later on in your career. Working alongside students and tutors from around the world also helps you develop strong intercultural communication skills, which are essential in today's job market.





## Excellence programmes

### *MaRBLe*

MaRBLe is Maastricht University's excellence programme that introduces talented and motivated students to undergraduate research. Participating in MaRBLe gives you the opportunity to further develop your creative and critical thinking skills. Researchers in the faculty will guide and support you while you explore a research topic and develop your own project. The project groups usually have 5-12 participants. You can apply for MaRBLe in the third year of your bachelor's programme if you meet certain requirements.

### *Honours+ programme*

If you belong to the best-performing students in the second year, you will be invited to participate in the Honours+ programme. This programme has a university-wide component and a faculty-specific component. You will attend workshops to develop professional skills, help organise a series of lectures, and co-author contributions to the digital magazine *Excellium*. You can also choose two of the components such as undertaking a small-scale, comprehensive six-week project under the guidance of a faculty professor. This could be a small research project or reading and discussing several books. Or you could participate in faculty research, choose an individual assignment such as writing a paper, or

take a second minor at the faculty. If you complete the programme successfully, you will receive a special Honours Programme Certificate, in addition to your diploma, when you graduate.

## Historic location

The Faculty of Arts and Social Sciences is housed in several historic buildings in the city centre of Maastricht. These structures and the artwork in and around them add to both the city's and the university's special atmosphere. The buildings, as well as the arts and cultural heritage, are definitely worth a closer look.

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## Fast Facts

- 5 departments
- 4 research programmes
- 4 bachelor's programmes
- 8 master's programmes
- 2 research master's programmes
- 1 graduate school

For more information about the faculty, visit [www.maastrichtuniversity.nl/fasos](http://www.maastrichtuniversity.nl/fasos)

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# Arts & Culture





# What is Arts & Culture?

The bachelor's programme in Arts & Culture (BA AC) is a three-year programme taught in English. The programme focuses on understanding the challenges of contemporary Western cultures and societies from multiple perspectives. Arts & Culture starts from the idea that an interdisciplinary approach is needed to understand both the complexity of modern cultures and their historical roots.

Throughout the programme, you will focus on a range of topical issues such as the future of democracy, the consequences of globalisation, the role of new media and the question of whether technological innovation always constitutes progress. The programme trains you to become a critical, interdisciplinary thinker specialised in Western Culture in a globalising world. You will learn to analyse contemporary societal issues by combining insights of various disciplines such as:

- History
- Philosophy
- Art & Literary Studies
- Qualitative Social Sciences

In addition, you will learn to draw connections between the four fields of culture that we focus on in our programme:

- Media

- Art & Literature
- Politics
- Science & Technology

Arts & Culture is a truly interdisciplinary programme. This broad outlook is structured into a coherent curriculum, meaning that courses and skills trainings logically build upon one another.

## Problem-Based Learning

This programme uses Problem-Based Learning (PBL) as the main teaching method. Learning takes place in an active, constructive and collaborative manner, in small groups consisting of no more than 15 students, guided by a tutor. With PBL, you will constantly be challenged to improve your academic, professional and communication skills.

## International experience

You will closely interact with people from different cultures in your classroom, as 81% of your classmates in the first year come from abroad, representing 23 nationalities, and 42% of your teachers are international. Next to this, you will have the opportunity to spend a full semester abroad at one of our +/- 100 partner universities worldwide, do an internship at an international organisation, or a minor at another faculty.



### **Mentor programme**

To help you excel during your studies, our mentor programme will provide extra guidance from our staff. Through a combination of different types of meetings – individual meetings with your mentor, group meetings with your mentor groups, and larger meetings with your entire cohort of students – the first year of the mentor programme focuses on becoming accustomed to university life, coping with new challenges and navigating the programme and the faculty. In year 2 and 3, the mentor programme supports you in reflecting on what you have learned and making choices for the future.

### **Satisfied students**

Based on national student surveys, our current students believe they are reaching their full potential and are happy with the programme. Our bachelor's programme scores very high in rankings, particularly when it comes to helping students develop problem-solving skills, general skills and professional skills for entering the labour market. It also scores high on internationalisation. We help you to reach your full potential by teaching you how to effectively work in international teams through our interactive educational approach called Problem-Based Learning.

### **Language support for Dutch-speaking students**

Since September 2017, this programme is fully taught in English. However, the programme also offers Dutch-speaking students the possibility to write the exams, papers and final bachelor's thesis in Dutch. Dutch students who wish to develop and improve their Dutch academic writing skills can take *Research and Writing I & II* in Dutch and can consult with our Dutch academic writing advisor. This helps prepare Dutch students to be better qualified for working in a professional work environment in Flanders or the Netherlands, where Dutch is the main language and fluency in English is an added value.





# Programme Content

## Elementary Phase - Year 1

During the first year of the Arts & Culture programme, you will become acquainted with the key ideas, perspectives and problems that characterise Western culture and society. This phase adopts a chronological approach, with courses addressing the history of Western culture from Antiquity to the 21<sup>st</sup> century.

### *Apollo & Dionysus*

Your first course provides an overview of different ethical traditions in the history of Western civilisation. It introduces several influential worldviews and their moral implications – from the writings of Socrates and Plato to those of Nietzsche and Foucault –, and also deals with more implicit images of ‘the good life’ as expressed in works of literature and art.

### *Knowledge & Criticism*

Period 2 examines the role of science in modern, Western culture. In order to understand the assumptions on which modern science is based, you will study the founders of modern science (like Descartes and Newton), the Enlightenment ideals of knowledge and progress (like in the French Encyclopédie), and the reactions against these views during the Romantic era (with poets like Goethe). You will also investigate how present-day scientific work is embedded in our culture and society.

### *Research & Writing I*

In period 1, 2 and 3, you will learn the reading, writing and research skills needed to succeed at a university. The course starts with several written assignments and a lecture series on the theme of memory, giving a sense of the scope of possible topics for Arts and Culture research. In period 3, you focus on writing your own paper, with the help of feedback on drafts and presentations from your tutor and fellow students. If you are fluent in Dutch and want to develop your Dutch professional and academic writing skills, you can take the Dutch-language version of this course.

### *Disenchantment & Ideology*

Period 4 provides insights into the political, socio-economic and cultural modernisation of European society from the late 18<sup>th</sup> to the early 20<sup>th</sup> century. In this course, you will study the rise of modern society from the perspective of the fundamental ambiguities of this transformation.

### *Art & Modernity*

In period 5, you will explore the complex ties between art and modernity by studying how visual artists and authors from the late 19<sup>th</sup> century onwards have responded to societal developments such as urbanisation, colonialism and the rise of the modern media system.



## Year 2

### *Technological Society*

In period 1 of the second year, you will explore what it means to live in a technological society. In particular, you will study how technology and society have become intertwined since World War II in five different domains: security, mass media, environment, health and work.

### *Cultural Pluralism*

Period 2 examines how contemporary Western societies face a situation of increased cultural plurality. The course considers a number of normative dilemmas that arise from the co-existence of a diversity of cultural traditions and reflects on the role that literature can play in understanding and navigating cultural diversity.

### *Research & Writing II*

In period 3, you will write an academic paper addressing a research question you have chosen yourself. You will complete a number of smaller writing assignments during periods 1 and 2, with the support of writing coaches, in preparation for this research paper. If you are fluent in Dutch and want to develop your Dutch professional and academic writing skills, you can take the Dutch-language version of this course.

## Graduation phase

The graduation phase begins in the second semester of the second year. During this semester, the programme offers six electives that address contemporary challenges from an Arts and Culture perspective. You will choose two of the six electives. All electives conclude with writing a research paper that draws upon themes and approaches introduced during the course.

### *Othering Europe*

It is common practice in academia and society to talk about “Others” through the voices of the majority. This elective exposes you to the narratives of actors who are typically Othered in Western European societies: historically colonised peoples, contemporary marginalised groups, and migrants coming from developing countries to Europe. We will analyse these narratives through historical and post-colonial approaches, using the lens of representation and the de-colonisation of knowledge.

### *Art, Literature and Technoscience*

This elective explores how art and literature engage with contemporary challenges related to the impact of science and technology. We will approach this question through topical case studies of different artistic media—from books and films to visual and sound art—that explore challenges such as the role of technology in food

## Electives year 2

Period 4	Period 5
<b>Othering Europe</b> (builds on Cultural Pluralism)	<b>Power &amp; Democracy</b> (builds on Disenchantment & Ideology)
<b>Art, Literature and Technoscience</b> (builds on Art & Modernity)	<b>Vulnerable Bodies</b> (builds on Apollo & Dionysus)
<b>Living in a Digital Age</b> (builds on Technological Society)	<b>Authority, Expertise and Environmental Change</b> (builds on Knowledge & Criticism)

*NB: The details of this programme could change; before applying, please check: [www.maastrichtuniversity.nl/bachelor/ac](http://www.maastrichtuniversity.nl/bachelor/ac)*

production, new surveillance technologies, the rise of robotics and climate change.

#### *Living in a Digital Age*

In this elective, we will explore contemporary debates such as the automation of labour, (lack of) diversity among designers of digital technologies, and ubiquitous surveillance by states, businesses, fellow citizens and ourselves. In an effort to understand how digital technologies and the social worlds that they mediate were imagined and constructed, we will consider how these debates are linked to their historical contexts and to long-standing philosophical and societal controversies.

#### *Power & Democracy*

In this elective, you will explore different aspects of the complex relationship between power and democracy: the rise of the so-called surveillance society based on new technologies and its impact on democratic values, the tension between capitalism and democracy, the transformation of the public sphere by social media, the gender divide and affirmative action, the refugee crisis and tolerance, and the discussion about patriotism versus cosmopolitanism.

#### *Vulnerable bodies*

In this elective, we will consider “vulnerable bodies”: bodies that depart from the norm of ability and youth usually associated with success. By examining practices of literature, art and media and combining different approaches (from gender, disability and aging studies, theories of care, and philosophical traditions of phenomenology and ethics), we will study the corporeality of human existence and the consumerist society in which this corporeality is embodied.

#### *Authority, Expertise and Environmental Change*

In this elective, we will study the environment as an object of scientific controversy, political struggle and societal debate. We will explore the

ways in which modern societies respond to challenges such as global warming, plastic pollution and biodiversity loss. How are environmental problems defined? Who is ascribed expertise when it comes to finding solutions? Who has the political authority to govern the global environment? And finally, how are alternative environmental futures imagined and decided upon?

#### **Year 3**

In the first half of year 3, you will choose one of three options:

##### *Studying abroad*

Studying abroad offers the opportunity to study certain Arts & Culture related themes in more depth, in a different country and with a different teaching philosophy. FASoS has agreements with (approximately) 100 European and non-European partner universities, where you can take courses in several fields.

##### *Internship*

An internship offers a chance to apply and deepen your knowledge and skills in a professional setting. An internship may further help you in terms of employability and networking. During your internship, you will receive guidance from a faculty supervisor and from the host organisation. In the past, students have undertaken a wide range of internships at non-governmental organisations, cultural institutions, business firms and press organisations, for instance.

##### *Minor*

If you decide to stay in Maastricht during the fifth semester, you can choose between various minors at FASoS or other faculties, such as the minors in Differences/Inequalities or Arts and Heritage. If you want to do a master's programme, it is a good idea to take courses in your field of choice, so you can meet the specific admission requirements for that master's programme.



### Skills trajectory

The Arts & Culture skills trajectory consists of courses that familiarise you with key research methodologies in both academic and professional settings. You will progressively learn relevant academic research and writing competences, apply various methods, and practise strategies for selecting and eliciting relevant material. You will tackle important issues like how to formulate a good research question and how to apply theories and use methodology. This training programme helps you develop not just academic research and writing skills, but also trains you for future job-related competences, such as using concepts, applying research methods, analysing sources, thinking critically and presenting. You will become familiar with several different methodological approaches and with more general practical and ethical choices, as well as with challenges you will encounter when doing research.

During the first year, the focus is on PBL and study skills, English language skills, and academic research and writing. The Faculty Introduction Days are designed to help you understand the key principles behind Problem-Based Learning and the programme's expectations regarding study skills and professional attitude. These skills will be continuously practiced throughout the three years of the programme. Tutors and mentors will provide regular feedback on your performance in the tutorial groups and your progress in developing study skills, and there will also be opportunities for peer feedback. All students are required to take a diagnostic English language test at the start of the programme. This gives us an indication of your English language skills and helps us offer advice about areas where you may need to improve.

### Elementary phase

The skills course in period 1 will prepare you to study in an interdisciplinary environment.

You will read academic texts from different disciplinary and interdisciplinary traditions in the humanities and qualitative social sciences. You will learn indispensable strategies for reading, summarising and interpreting academic texts, in relation to their distinct disciplinary aims and approaches.

### *Finding Sources*

In period 2, the skills course teaches you how to find, select and interpret sources that are relevant to study Arts & Culture. It focuses on historical sources, but teaches skills that can be readily translated to the searching and assessing of various other kinds of information sources.

### *Doing Conceptual Analysis*

In period 4, you will gain insights into the use and interpretation of contested concepts (such as 'democracy') by various authors in different contexts. You will also learn to distinguish between various interventions that authors want to make with their specific use of a concept.

### *Analysing Arts*

The skills course in period 5 is an introduction to the analysis of works of art and literature. Through a series of hands-on tutorials and lectures, you will learn the basics of three key approaches: iconography (the study of images), semiotics (the study of signs) and narratology (the study of narrative).

### *Doing Ethnography*

In period 1 of year 2, you will be introduced to the qualitative research method of ethnography. Conducting research individually, but around a shared research problem about the role of technology in society, you will practice the ethnographic methods of participant observation research, online ethnography and qualitative interviews.

### *Doing Discourse Analysis*

In period 2 of the second year, you will be trained to use discourse analysis in the study of texts and controversies related to debates on cultural pluralism. The main focus will be on Foucauldian discourse analysis, unravelling the underlying categorising norms, ideas and categories which regulate our speech and behaviour in specific contexts. In small groups, you will conduct a discourse analysis, which you will present during a final conference.

### **Graduation phase**

In the second half of year 2, you can choose two skills courses from the following electives, which build upon and deepen the methodological skills trained during the elementary phase:

#### Period 4

- Analysing Art II
- Advanced Document Analysis
- Interviewing

#### Period 5

- Doing Discourse Analysis II
- Doing Conceptual Analysis II

### *Doing Research in Arts & Culture*

In period 4 of year 3, you have another opportunity to practice the skills needed to research and write your bachelor's thesis, as you work on a collaborative research project through an entire research cycle. You will use the skills acquired throughout the skills trajectory in a real-life, intense and interactive research setting.

### *Writing a Research Proposal*

This course guides you through the process of preparing the research proposal for your bachelor's thesis (in English or Dutch). Meetings will take place within the thesis theme groups, where you will work with your thesis supervisor

on a series of preparatory assignments, such as formulating a research question, articulating its relevance, and selecting an appropriate theoretical framework, method(s) and sources.

### **Bachelor's thesis**

The programme culminates in the writing of your final bachelor's thesis, which can be written in English or Dutch (depending on the language in which you have written your research papers of the previous years). You will apply the knowledge and skills you have developed to create a substantial research project, resulting in an individual academic paper. You will be supervised by a member of the academic staff. A successful final thesis will demonstrate your ability to:

- devise and conduct research of a limited size with the use of methods and techniques relevant to Arts & Culture
- formulate a feasible research question
- collect the relevant sources and literature required to answer this research question
- incorporate the results of your research into a coherent line of argumentation
- use the results of the research (i.e. selection and analysis of your sources) to articulate a proper conclusion

For more information about Arts & Culture, please go to [www.maastrichtuniversity.nl/bachelor/ac](http://www.maastrichtuniversity.nl/bachelor/ac)



# Annex 1: Final Qualifications

When you complete the bachelor's programme in Arts & Culture, you will be able to:

## 1. Knowledge and insight

- a) define current societal issues, developments, problems, challenges and debates in Western culture and society.
- b) understand core issues and key moments of the intellectual, cultural and social history of modern Western society.
- c) demonstrate knowledge of the main ideas, concepts, theoretical debates and methods from philosophy, history, art and literary studies, and the qualitative social sciences.
- d) analyse art, science, technology, media and politics as cultural phenomena, focusing on artefacts and cultural practices.

## 2. Applying knowledge and insight

- a) recognise and identify differences and similarities in approaches of philosophy, history, literature and art and the qualitative social sciences.
- b) integrate knowledge of philosophy, history, art and literary studies, and the qualitative social sciences in an advanced understanding of complex societal issues.

- c) address and formulate a research problem, retrieve and/or elicit the appropriate (digital) sources, compile a bibliography, and give critical, narrative and argumentative form to their findings.
- d) select and apply methods of humanities and qualitative social science research.
- e) do interdisciplinary research under supervision.

## 3. Formation of a judgement

- a) analyse current societal issues, problems, challenges and debates, and connect them to their contemporary and historical contexts.
- b) develop an argument and take a reasoned position in academic and societal debates.

## 4. Communication

- a) express themselves adequately in academic English/Dutch, in spoken and written forms.
- b) explain their arguments to relevant audiences.

## 5. Learning skills

- a) provide, receive and implement constructive criticism.
- b) act as self-regulated learners, who are able to apply their outlook, critical thinking and self-reflective skills to a life-long learning process.
- c) collaborate and work towards common goals within heterogeneous and international groups, making use of interpersonal and intercultural skills.





# Annex 2: Overview Curriculum

	Period 1 Sept-Oct	Period 2 Nov-Dec	Period 3 January	Period 4 Febr-March	Period 5 April-May	June	
Year 1	Apollo and Dionysus (9 ECTS)	Knowledge and Criticism (9 ECTS)	Research and Writing I (7 ECTS) OR Onderzoeks- en Schrijfvaardigheden I (7 ECTS)	Disenchantment and Ideology (9 ECTS)	Art and Modernity (9 ECTS)		
	Academic Reading Across Disciplines (4 ECTS)	Finding Sources (4 ECTS)		Doing Conceptual Analysis (4 ECTS)	Analysing Arts (4 ECTS)		
	Mentor Programme (1 ECTS)						
	Diagnostic Test: English Language						
Year 2	Technological Society (9 ECTS)	Cultural Pluralism (9 ECTS)	Research and Writing II (9 ECTS) OR Onderzoeks- en schrijfvaardigheden II (9 ECTS)	- Othering Europe* - Art, Literature and Technoscience* - Living in a Digital Age*.	- Power and Democracy* - Vulnerable Bodies* - Authority, Expertise and Environmental Change*		
	Doing Ethnography (4 ECTS)	Doing Discourse Analysis (4 ECTS)		* Each elective is worth 9 ECTS			
				Skills electives: - Analysing Arts II* - Advanced Document Analysis* - Interviewing*	Skills electives: - Doing Conceptual Analysis II* - Doing Discourse Analysis II*		
	* Each skills elective is worth 3 ECTS						
	Mentor Programme (1 ECTS)						
Year 3	5th Semester abroad, minor, internship (30 ECTS)			Doing Research in Arts and Culture (7 ECTS)	Bachelor's Thesis (English or Dutch) (16 ECTS; deadline late June)		
				Writing a Research Proposal (also in Dutch) (7 ECTS)			
Mentor programme (voluntary, 0 ECTS)							

NB: The details of this programme could change; before applying, please check: [www.maastrichtuniversity.nl/bachelor/ac](http://www.maastrichtuniversity.nl/bachelor/ac)

# Digital Society



# What is Digital Society?

Are you interested in understanding how digital technologies are changing the world? Are you eager to develop knowledge and skills to ensure that digital technologies benefit different social groups? Are you open to various disciplinary perspectives and willing to learn how to combine them? Then the new bachelor's programme in Digital Society might be right for you.

The Digital Society bachelor's programme will provide you with knowledge and skills to better understand the history of the digital revolution and the impact of digitalisation on today's society, culture and politics so that you can play an effective role in shaping the digital transformations of tomorrow.

We are living in an increasingly digital world. Every aspect of our lives is now affected by digital technologies, from how we communicate and socialise to how we work, learn, create, stay healthy and participate in politics and the economy. The three-year Digital Society bachelor's programme will enable you to understand the relationships between digitalisation and social change, and the different groups involved in making the future.

In this interdisciplinary programme, you will learn to look at the digital society from a wide variety of perspectives by combining theories and methodologies from disciplines such as:

- Media & Cultural studies
- History
- Philosophy
- Political Science
- Science & Technology Studies
- Computer, Data & Information Science

## **Advantages & disadvantages of digitalisation**

Digitalisation promises tremendous benefits, but it also presents challenges. For example, robots can take on tasks that are dangerous for people but may also put people out of a job. Digital data collection may improve healthcare by providing

more personalised treatment, but it may also challenge patient privacy and autonomy. Digitalisation has brought about new forms of social and political engagement, but not everyone has the skills needed to participate so some people are at risk of being excluded.

In this programme, you will explore both the advantages and disadvantages of digitalisation and learn to answer pressing social questions such as:

- how can we best utilise new opportunities for data collection and analysis in policy making and research?
- how can we bridge the divides that are emerging when it comes to access to data and technologies?
- what does it mean to be human when we share the world with sophisticated forms of artificial intelligence?
- how can we identify knowledge and truth amongst the abundance of information?

Through examining these and other issues, you will learn to critically assess, anticipate and shape the social, cultural and political effects of digital transformations. You will also become capable of understanding the range of possible future implications of emerging digital transformations.

## **What makes the Digital Society programme unique?**

At Maastricht University, your education will use Problem-Based Learning (PBL). In small tutorial groups with a maximum of 15 students, you will analyse challenging questions and cases. Together with other students in your group, you will seek further knowledge to formulate answers. Instructors only give help as it is needed, allowing you to develop independence and the problem-solving skills you will need in your further study and career. This programme will experiment with digital forms of education within the PBL environment and with the support of Maastricht University's Institute for Education Innovation (EDLAB). This will give you hands-on

experience with the advantages and disadvantages of digitally-mediated teaching and learning methods.

### Skills training

In addition to courses that teach you theoretical knowledge, you will also receive training to help you develop specific sets of skills, including:

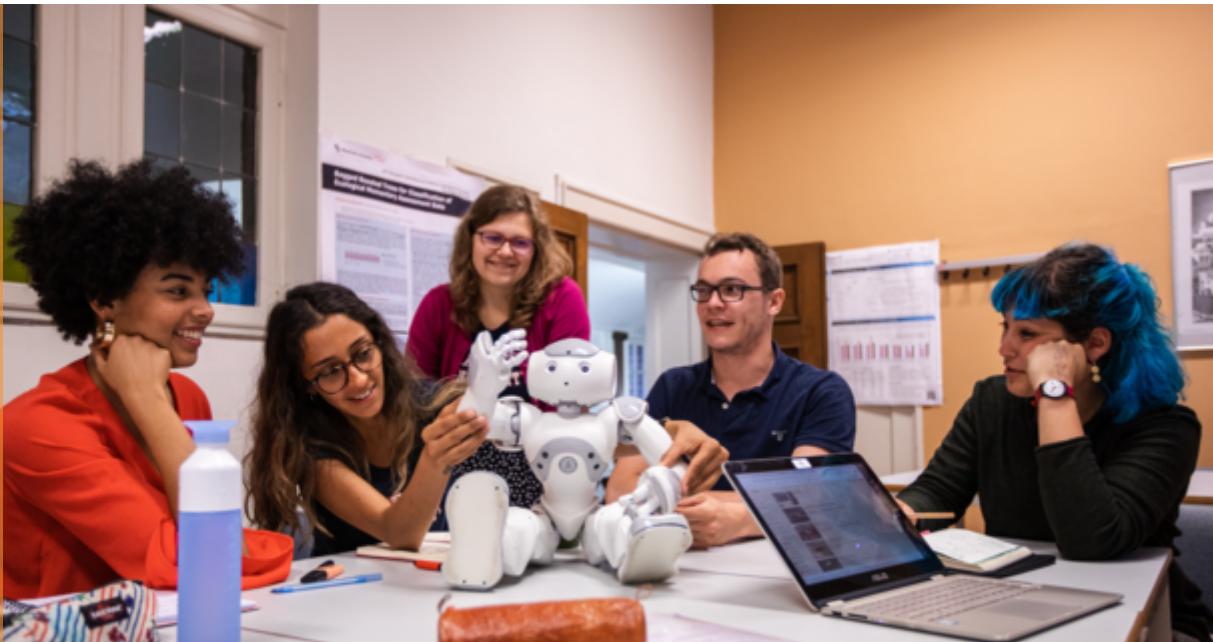
- academic skills: academic writing, critical reading, qualitative and quantitative methods, interdisciplinary research designs
- data skills: collection, evaluation, management, analysis, visualisation, interpretation
- professional skills: business and persuasive writing, giving presentations, collaborative working, creative problem-solving, time management
- digital society skills: managing your online presence, critical analysis of online sources, coding and algorithmic thinking, understanding how computers and networks work

### Mentor programme

To help you excel during the first year of your study, our mentor programme will provide extra guidance from our staff as you are starting out. It will support you in becoming accustomed to university life, coping with new challenges and navigating the programme and the faculty. You will attend meetings throughout the first year. Some are collective meetings with all first-year students, others are with your mentor group, and some are individual with your personal mentor.

### International experience

You will interact closely with people from different cultures in your international classroom, as 87% of the students in the first year come from outside of the Netherlands and 42% of your teachers are international. In addition, during your third year, you will have the opportunity to spend a full semester abroad at one of our (approximately) 100 partner universities. You can also do an internship at an international organisation or a minor at another faculty.





# Programme Content

The bachelor's programme Digital Society is an interdisciplinary programme, from the very first course in the first year. During the *first year*, you are introduced to how digitalisation affects different aspects of society, and you will learn relevant conceptual, theoretical and methodological approaches from a range of social science and humanities disciplines. During the *second year*, you deepen your interdisciplinary knowledge and skills to address cross-cutting themes raised by digitalisation, such as datafication, knowledge production, regulation and governance, and the "good life". In the *third year*, you can choose from a range of electives or minors, and you have the opportunity to develop your personal and professional skills via internships or periods of studying abroad. In your final semester, your study culminates in the production of a final thesis project which brings together your practical and theoretical understanding of digitalisation processes.

## Year 1

In the first year, you will follow a variety of courses in Digital Society. The year is divided into five periods of study, two of eight weeks, then one of four weeks, followed by two more of eight weeks.

### *What is (a) Digital Society?*

This course introduces you to some of the core themes of the bachelor's programme and provides a basic understanding of how developments in digital technologies and societal trends are related. Through readings from the social sciences and the humanities, you will be introduced to the notion of a digital society. Is there such a thing as one, universal digital society or might there be many?

### *Making your own online presence*

In today's digital society, your online presence is a key part of your public identity. As soon as you search the Web, post on social media, sign up for a service, and blog about a recent experience, you

start shaping your online identity and establishing a digital footprint that becomes your online personal brand. This skills training course introduces you to the basics of analysing, reflecting on, and managing your digital identity.

### *Digitalisation and Politics*

In this course, we ask how digitalisation affects politics and if digitalisation enhances or undermines the quality of democracy. The course draws on political philosophy, comparative politics and political economy. You will analyse the new possibilities and limitations that digitalisation presents for politicians, citizens and corporations in terms of political power, participation, equality and inclusivity, and explore what checks and balances are required for politics in the digital age.

### *Introduction to Digital Technologies I (and II)*

In these two courses (one in period 2 and another in period 5), you will learn about key concepts related to digital technologies, and about the historical development of the technologies underpinning digitalisation. The purpose of the course is to provide you with sufficient knowledge to understand technical issues you may encounter in other courses, and current trends in digital technologies. The first course starts with an overview of key vocabulary related to computing, such as hardware, software, programming language, memory, storage, protocol and database. The second course helps you to understand the key concepts of computer networking, and then reviews the development of the internet and the World Wide Web.

### *What is research?*

In this course, you are taught to reflect on PBL, and how problem solving generates knowledge. You will learn how to formulate research questions related to the rapidly changing digital environment, and how to use concepts and data to answer research questions. We will also examine the role of *Wikipedia* as a source of knowledge.

### *ICT revolutions: Continuity and Change*

This course challenges the idea that the world is experiencing a digital revolution. It systematically compares technological revolutions since the Late Middle Ages (such as the printing press) until the end of the 20<sup>th</sup> century (the internet) with today's digital transformations. We focus on differences and similarities between the past and the present in order to understand continuity and change. You will find out who is empowered by digital transformations, who is excluded from promises of progress and development, and whether it is possible to steer changes in information and communication technologies (ICTs).

### *Using Digital Sources*

In this skills course, you will learn how to make responsible and ethical use of digital sources, such as databases and archives containing text, numbers and audio-visual material. We will start from topics in the parallel content course, "ICT Revolutions", and develop skills in finding and using digital material.

The course will make extensive use of resources at the University Library.

### *Digital Cultures*

In this course, you explore how digital technologies interact with culture and how culture shapes digital technologies. Digital technologies draw on established ways of experiencing and acting in the world, but they also challenge these ways, and open up new ones. Drawing on concepts and methods from philosophy, anthropology and cultural and media studies, you will investigate topics such as artificial intelligence and robots, digitally mediated identity and intimate relations, arts and remix culture and the blurring of the distinction between the cultural and the natural.

### *Surveillance Society*

In this course, we will explore questions related to surveillance society and investigate if and why privacy still matters in the digital world. You study the effects of surveillance on social behaviour, culture and self-understanding, and on rules and regulations of digital platforms and policies. The course runs over the entire year, and analyses privacy and surveillance in the different domains touched upon in other first year courses: society, politics, culture and the global context. You will also learn about surveillance and privacy in non-Western contexts.



## Year 2

The second year follows a similar structure to the first year, but the different courses in each period carry almost the same numbers of ECTS.

### *Making Knowledge and Manufacturing Doubt*

Climate denialism, flat earthers, the anti-vaxx movement: we live in a world where “scientific facts” are increasingly doubted. But what makes a fact, and what makes you doubt it? And how has fact-making and doubting changed with digitalisation? In this course, students will look at the ways that facts and doubts are made and represented in the past and present, using examples from science, heritage, and journalism. During the course, students will visit museums online and in the region. The course will be assessed via a presentation and paper in the form of an exhibition guide.

### *Quantitative Data Analysis*

This course introduces the basic concepts of quantitative data analysis and statistical computing, both increasingly used in the social sciences and the humanities. The emphasis in this course is on practical application of quantitative reasoning, visualisation, and data analysis. The main goal is to provide students with tools and skills for assessing empirical and statistical claims, and conducting their own descriptive and inferential statistical analyses. The course will be assessed via a closed exam.

### *Artificial Society*

This course addresses contemporary discussion on how Artificial Intelligence (AI) is embedded in society. The course starts from the acknowledgement that current debates about AI are predicated on earlier experiences and discussions. The hopes and concerns of AI show an historical variety, and this matters for current debates. The course adopts a historical perspective, starting in the 1950s. For each decade, students will explore (i) the societal debate at that time (ii) the technical progress at

that time (iii) the state of philosophical reflection at that time. The course is assessed via a written exam.

### *Maker Cultures*

This course takes a critical making perspective to connect thinking and making, two modalities of engaging with the world that are typically considered separately, creating an artificial distinction between conceptual and material exploration. Using a project-based approach, students will be actively involved in the process of making. This course will delve into theoretical and methodological aspects of maker culture, emphasizing the shared act of making as a process of critical inquiry, decision-making, and reflection. Different methods of assessment will be used.

### *Working with Big Data*

This course provides a systematic introduction to the tools and analytical methods that are being used by data analysts, with special attention to sentiment analysis, the process of computationally identifying and categorising opinions expressed in text, in order to determine



whether the writer's attitude towards the topic is positive, negative, or neutral. Students will develop both the technical-computational skills that are in high demand across a range of research organisations and industry, as well as critical skills in computational thinking, algorithm design, big data fundamentals, and data-driven analysis. The course is assessed via a closed exam.

### *The 'Good Life'*

The focus of this course is on how (digital) technologies can influence the good life and related notions such as quality of life, happiness, and well-being. Students will investigate how the idea of a good life is visible already in the way societies are organised – such as the welfare state – and taken into account by policy makers. The guiding concern is: *to what extent can (digital) technologies contribute to or negatively impact the good life?* Students will examine how different disciplines (philosophy, psychology, cultural and media studies, social sciences, history, political economy) have approached the good life, and critically investigate how and where these theories overlap and deviate.

### *Qualitative Research Methods*

During the second year, students are introduced to different research methods for collecting and analysing data on topics related to the Digital Society. The focus is on qualitative methods, including (virtual) ethnography (and ethnographic methods of observation and interview), case studies, historical methods, and the use of close reading and discourse analysis to study texts of different sorts. Assessment will take the form of a research paper on a theme related to the parallel course, The 'Good Life'. Students will be expected to focus on the methods for data collection and analysis in the paper.

### *Regulating the Digital*

Students in this course will study how digitalisation is regulated and governed at local, national and international levels. In the first part

of the course, students are introduced to public administration and legal concepts before they specialise on a specific policy area (e.g. transport, health, media) of their choice. Students write a final paper on the policy process of one specific regulatory instrument from agenda-setting to its actual impact. This could be the local regulation of Uber in Paris or the privacy regulations in health care.

### *Interdisciplinary Research Design*

This course helps students begin to chart a path through the broad and diverse research landscape entailed by the notion of "digital society". It builds on earlier courses of qualitative and quantitative research methods and aims to help students understand that there is no one right path through the thickets of topics, questions and methods. Students will also learn about the importance of "failure" or achieving negative results, and the important role that this plays in the development of science. This course will be assessed via the preparation of a research proposal.

## **Year 3**

The third year follows a different pattern from years 1 and 2. During the first semester, you have different options to study outside the Faculty, but we will also organise an online course to help you prepare for your bachelor's thesis. In the second semester, you return to the faculty to follow courses and complete your thesis.

### **First Semester**

#### *Study abroad, internship or minor*

At the beginning of your third year, you will be able to specialise in your field of interest by choosing to study abroad at one of our more than 100 partner universities, conduct an internship (e.g. at a cultural institution, civil society organisation, media organisation) or follow a minor at FASoS or another faculty.



### *Preparation for Thesis*

During this first semester, while many of you are outside Maastricht (studying abroad or doing internships), we will keep in touch and organise this course via the support of an online collaborative platform. We will focus on preparing to complete the bachelor's thesis. Together with staff and fellow students, you will bring together your accumulated knowledge in order to develop a researchable thesis topic. By the end of this course, you will have an outline ready, enabling you to start immediately with your thesis when you return to FASoS.

### **Second semester**

After you return from your internship or from studying elsewhere in the world or in the university, you return to the Faculty to complete your degree.

### *Critical Debates in Digital Society*

The ways in which digital technologies affect society, culture and politics continue to change rapidly. Topics that are headline news when you start your degree might have faded from memory by the time you reach your final year. This course will address current debates, and challenges you to analyse them in their full historical and technological context, drawing on what you have already learned. Particular attention will be paid to equipping you to cope with uncertainty and change.

### *Electives*

There are several elective courses for you to choose from in periods 4 and 5, to complement the bachelor's Digital Society curriculum. Choosing electives from other Faculties is also possible, if there are no specific additional entry requirements.



### Bachelor's thesis

At the end of your third year, you will conduct an in-depth study on a topic of your choice related to the digital society. You will receive both individual supervision and peer support. Drawing on the knowledge and skills you have developed throughout the programme, in your thesis you could explore research questions such as:

- how does a specific community (e.g. of patients or political interest groups) use digital practices to realise their goals?
- how far do digital artworks reflect critically on technology?
- how can digitalised sources enhance public engagement with history?
- how can digital means be used to generate dynamic consent amongst participants in scientific or medical research?
- does the use of social media by politicians differ between presidential and parliamentary democracies (comparing two countries, or two specific elections)?

The bachelor's programme Digital Society provides students with a strong academic foundation to pursue a master's programme in a cutting-edge field such as digital humanities, digital methods or data science. And since all other disciplines are paying more and more attention to the role of digital technologies, you could also choose to follow a master's programme in a more traditional discipline, such as media and cultural studies, history, art history, sociology, politics or philosophy.



# Annex 1: Final Qualifications

Upon completion of the bachelor's programme in Digital Society, graduates are able to:

## 1. Knowledge and insight

- a) understand complex and dynamic changes in the relationships between digital technologies, social changes and user practices, and can situate these changes in their relevant historical, political, cultural and organisational contexts.
- b) define intellectual, social, ethical, cultural and political issues associated with processes of digitalisation in contemporary society.
- c) demonstrate knowledge of the main ideas, concepts, theoretical debates and methods from the humanities and the social sciences that are relevant to understanding processes of digitalisation.

## 2. Applying knowledge and insight

- a) apply their knowledge of the past and present to new and emerging situations, with different digital applications in different social contexts.
- b) identify assumptions, imaginaries, promises and fears surrounding digital innovation and implementation.
- c) formulate research problems about processes of digitalisation, and identify appropriate methods to address the problems.
- d) use their knowledge and understanding about processes of digitalisation to contribute to the creation of a better society.

## 3. Formation of a judgement

- a) analyse ethical, cultural and social consequences of digital developments, and what they mean for different people and groups in society.
- b) reflect critically on the validity of claims made by different social actors in relation to the development and consequence of digital solutions.

## 4. Communication

- a) participate in societal and academic debates about the ethical, cultural, political and social issues raised by digitalisation processes in different contexts, by articulating complex, interdisciplinary information and ideas about how these processes are developed and used.
- b) express themselves adequately and appropriately in academic English, orally and in a variety of written forms, depending on the professional context.
- c) communicate across disciplinary and professional boundaries, to deepen mutual understanding of the relationships between digital technologies and societal changes.

## 5. Learning skills

- a) engage critically with selection and use of (digital) methods and sources to study the past, present and future.
- b) work both individually and collaboratively with people from different backgrounds and cultures, with different interests and goals to formulate a research problem arising from digitalisation processes, identify appropriate sources and methods, and articulate results.
- c) continue to learn after graduation about new digitalisation processes and their potential societal implications, drawing on the knowledge, skills and confidence developed during the BA.

# Annex 2: Overview Curriculum

	Period 1 Sept-Oct	Period 2 Nov-Dec	Period 3 January	Period 4 Febr-March	Period 5 April-May	June
Year 1	Mentor Scheme (1 ECTS)					
	Diagnostic Test: English Language					
	Surveillance Society (6 ECTS)					
	What is (a) Digital Society?(8 ECTS)	Digitalisation and Politics (8 ECTS)	What is Research? (5 ECTS)	ICT Revolutions: Continuity and Change (8 ECTS)	Digital Cultures (8 ECTS)	
	Making Your Own Online Presence (4 ECTS)	Introduction to Digital Technologies I (4 ECTS)		Using Digital Sources (4 ECTS)	Introduction to Digital Technologies II (4 ECTS)	
Year 2	Mentor Scheme (1 ECTS)					
	Making Knowledge and Manufacturing Doubt (7 ECTS)	Artificial Society (7 ECTS)	Working with Big Data (5 ECTS)	The 'Good Life' (7 ECTS)	Regulating the Digital (7 ECTS)	
	Quantitative Data Analysis (6 ECTS)	Maker Cultures (6 ECTS)		Qualitative Research Methods (7 ECTS)	Interdisciplinary Research Design (7 ECTS)	
Year 3	Mentor Scheme					
	Preparation for Thesis (3 ECTS)			Bachelor Thesis (15 ECTS)		
	Choose one of the three options: Internship, Study Abroad, UM Minor (24 ECTS)			Critical debates in Digital Society (9 ECTS)	Elective from FASoS or UM (9 ECTS)	

NB: The details of this programme could change; before applying, please check: [www.maastrichtuniversity.nl/bachelor/ds](http://www.maastrichtuniversity.nl/bachelor/ds)



# European Studies



# What is European Studies?

European Studies is a three-year bachelor's programme for students with a broad interest in the cultural, historical, political and social aspects of Europe and the ongoing integration process. Rather than being trained in one more narrowly defined field, you will be introduced to a variety of disciplines and perspectives on Europe in its widest sense. Throughout the programme, you will focus on questions such as:

- what is Europe?
- how has history shaped our current understanding of the continent?
- how has European integration changed Europe?
- what impact does the integration process have on culture and identity?
- what is Europe's role in the world?

You will be trained to become a critical thinker who can understand, analyse and explain complex contemporary problems at the European level from various disciplinary perspectives. The programme is taught fully in English and you will have opportunities to improve your language skills, particularly in writing and presenting. The bachelor's programme in European Studies (BA ES) was established in 2002 and by 2020 has become one of the largest of its kind, with 850 students. It is also the number one European Studies programme in the Netherlands according to both the Keuzegids and Elsevier rankings.

**What makes the European Studies programme unique?**

## **Problem-Based Learning**

Problem-Based Learning (PBL) is a student-centred approach to teaching, aimed at solving abstract, but also very practical problems. Learning takes place in an active, constructive and collaborative manner. You will work in small groups of no more than 15 students, guided by a tutor, to address some of Europe's most pressing issues.

With PBL, you will constantly be challenged to improve your academic, professional and communication skills.

## **A multidisciplinary programme**

It is impossible to understand modern-day Europe and European integration from the perspective of only one discipline. Therefore, you will be introduced to European issues based on insights and methods from a wide range of disciplinary fields, particularly five core disciplines: Political Sciences, International Relations, History, Law and Economics, and in addition Cultural Studies, Philosophy and Sociology.

## **A focus on Europe in its widest sense**

The BA ES focuses on questions related to the European continent at large, not only on questions related to the EU. Complex international developments, such as governance of climate change or of international migration, can only be understood by looking at wider socio-cultural developments. You will gain a thorough multidisciplinary outlook on the processes of unity and diversity in Europe. You will become a critical, thinker who can understand and analyse the worldwide consequences of complex societal issues such as Brexit, global trade wars or management of CO<sub>2</sub> emissions.

## **A coherent curriculum with room to choose**

Multiple disciplinary perspectives are combined into a coherent curriculum, meaning that the courses and skills training logically build upon one another. In the first three semesters, your curriculum is fixed. This way, you can fully comprehend the five core disciplines and learn how to combine them when analysing contemporary European processes. You can personalise your programme by writing papers about your favourite course topics.

In your last three semesters, you will continue to personalise your programme by choosing your electives and by choosing one of three *graduation options*:

- a study abroad programme at one of our (approximately) 100 partner universities worldwide
- an internship at an EU institution, consultancy firm, NGO, international organisation, government, embassy, etc.
- or a minor in a subject such as globalisation and development, economics, business or EU law

Furthermore, you will have the possibility to choose a modern language as part of your skills trajectory in your 2<sup>nd</sup> year. You will complete your third year of the BA ES with writing your bachelor's thesis.

### **Mentor programme**

To help you excel during the first year of your study, our mentor programme will provide extra guidance from our staff as you are starting out. It will support you in becoming accustomed to university life, coping with new challenges and navigating the programme and the Faculty. You will attend meetings throughout the first year, some collective meetings with all first-year students, some with your mentor group and some individually with your personal mentor.

### **Satisfied students**

Based on the results of national student surveys, our current students believe they are reaching their full potential and are happy with the programme. Our bachelor's programme scores very high in rankings, particularly when it comes to helping students develop 21<sup>st</sup> century skills: problem-solving skills, general skills and professional skills for entering the labour market. It also scores very high on internationalisation. We help you reach your full potential by teaching you how to effectively work in international teams through our interactive educational approach called Problem-Based Learning.

### **Successful alumni**

BA ES graduates have been able to continue their studies at prestigious and highly selective schools and universities, such as Cambridge University, the Hertie School of Governance in Berlin and the London School of Economics and Political Science. Moreover, a wide spectrum of job opportunities is available to graduates. Alumni are now working as policy advisors, journalists and academics at embassies or European institutions, in aid and development work, to name a few examples.

### **International experience**

You will closely interact with people from different cultures in your classroom, as 83% of your classmates in the first year come from abroad, representing 31 nationalities, and 42% of your teachers are international. Next to this, you will have the opportunity to spend a full semester abroad at one of our +/- 100 partner universities worldwide, do an internship at an international organisation, or a minor at another faculty.





# Programme Content

European Studies has a wide focus and a multidisciplinary character, while following a coherent curriculum that goes through three phases. The first – fundamental – phase that is common for all ES students, introduces you to the key disciplines in the programme and to the basics of social scientific theories and methods. This phase takes 3 semesters. The second – elective – phase allows you to gain further in-depth knowledge in one of the disciplines that form the core of the ES programme: International Relations, Law, History, Political Science, Economics. In the final – graduation – phase you have autonomy to choose among the three graduation options and between various courses that analyse topical contemporary European challenges. Each academic year is built around five periods: two 8-week periods, one 4-week period and two more 8-week periods.

**Currently, the curriculum is being updated. As a result, some of the courses might be merged with other courses and/or change their titles. Also, and since the changing process is gradual (implemented year by year), some courses might appear twice in the brochure. Before applying, please check: [www.maastrichtuniversity.nl/bachelor/es](http://www.maastrichtuniversity.nl/bachelor/es) for the latest information.**

## Year 1: Fundamental phase

The main focus in the first year is on European diversity, emphasising historical, social and cultural issues. You will be introduced to the disciplines of History, International Relations, Philosophy and Political Science.

### *Imagining Europe: the Ideas of Europe*

The first course in period 1 raises two fundamental questions: How has European identity been constructed from the past to the present? What challenges and tensions have emerged in these processes? Parallel to this course, you will start the skills on academic writing and researching.

### *Ruling Europe: the Making and Unmaking of Political Orders since the French Revolution*

Period 2 focuses on the analysis of the diverse forms of political rule in Europe. In particular, this course examines the multiple ways in which Europeans and those who have fallen under European-rule have sought to make and unmake political orders since the onset of modern democratic regimes in the late eighteenth century. The knowledge you will acquire is indispensable for understanding contemporary Europe. You will also prepare for writing your second paper.

### *Constructing Europe: Institutions, Theories and Challenges in EU Politics*

This course introduces you specifically to the process of European integration and equips you with a general understanding of the European Union as a political system, its development since the Treaty of Maastricht, its institutional set-up and working processes, and with the main current debates.

### *Globalizing World: Contemporary Issues and Actors in International Relations*

This course studies the changing global environment in which the EU and its member states are currently operating. The key puzzle is to understand how and under what conditions international cooperation has developed, and how stable the resulting global order is. To do that, the course brings together two main elements. First, it introduces the main theories and concepts that have guided the academic study of global affairs: How have different schools looked at the problems of global cooperation and global change? What kind of global order are we living in currently? Second, the course zooms in on a number of practical problems. How does international cooperation function in selected issue areas, and how are state and non-state actors shaping it? While EU foreign policies will be dealt with in later modules of the BA European Studies, this course

introduces students to understanding the global context of European cooperation.

## Year 2: Deepening phase

### *Economics I*

The first course of the year exposes you to the basis of economic thinking. On the one hand, you will journey through different schools of economic thought. On the other hand, you will become familiarised with basic elements from mathematics and statistics.

### *EU Law I*

The first course of the year exposes you to legal thinking and argumentation. The focus is on EU institutional law after the Lisbon Treaty as well as on case law of the European courts, which plays a central role in developing this special legal order. The course is developed and taught by the Faculty of Law.

### *Electives*

Periods 4 and 5 offer the opportunity to choose between three elective courses each

### *Period 4*

#### *Policy Domains*

You will develop insights into both theoretical and practical aspects of policymaking in the EU. In a small group, you will conduct your own policy analysis through an in-depth case study of a particular legal instrument in a chosen policy field.

#### *Placing Europe*

Taking the examples of cities, regions and borders around the EU, this course explores the ways in which social, cultural and political processes are connected to, and thereby constitutive of, geographical places.

### *EU Law II*

Provides insights into the core of European Union "substantive law",

in particular the four freedoms and competition law.

### *Period 5*

#### *Comparative Politics & Government*

Introduces the main institutions of representative democracy, while providing an introduction to the study of a contemporary 'area', a country of your choice.

### *Economics II*

This period 5 course introduces you to the problems involved in an economic integration process in general and the European integration experience in particular. In this course, you will also develop an understanding of the basics of international trade and finance and the effects of various international economic policies on domestic and global welfare.

#### *External Relations of the European Union*

Covers the external dimensions of the European integration process and employs insights from political science, international relations and public policy. It will acquaint you with the specific and multi-faceted nature of EU foreign policy.

## Year 3: Specialisation phase

In the third year, the scope becomes more focused and students are able to delve into the parts of the program that were more relevant to them. The fifth semester is a flexible semester (24 ECTS). We encourage you to spend your semester abroad, but you could also stay in Maastricht or elsewhere in the Netherlands to do an internship or take courses. Studying at another university (or in another programme) or undertaking an internship offers you the chance to gain additional insights into future master's programmes and career options. It also allows you to apply your acquired knowledge and skills, as well as to gain new insights.

### *Studying abroad*

Studying abroad offers the opportunity to study

certain issues in more depth, in a different country, with a different teaching philosophy, etc. FASoS has agreements with (approximately) 100 European and non-European partner universities, where you can take courses in several fields, including European Studies, Political Science, International Relations and Journalism.

### *Internship*

In the past, students have undertaken a wide range of internships with non-governmental organisations, EU institutions, business firms and press organisations, for instance. An internship offers the chance to apply your knowledge and skills in a professional setting. It also gives you the opportunity to learn new skills and gain a deeper understanding of EU issues. An internship may further help you in terms of employability. During your internship, you will receive guidance from a faculty supervisor and from the host organisation.

### *Minor*

If you decide to stay in Maastricht, you can choose between different minors at FASoS or other faculties, such as the minor in *Crucial Differences* or *Globalisation and Development*. If you want to continue your studies in Economics or Law, it is a good idea to take courses at those faculties, so you can meet the entrance requirements for those master's programmes.

### *Electives*

When most students return to Maastricht in periods 4 and 5, there will be several elective courses to choose from. The courses are offered in such a way as to allow you to choose courses that complement each other, to form learning trajectories on EU external affairs, culture & identity, and law & democracy.

In periods 4 and 5 you write your BA thesis and in parallel you can choose to follow one of three courses:

- *Risk Governance*: provides insights into the core of regulatory governance and how governments deal with risk and formulate policies under conditions of uncertainty
- *Culture and Identity in a Globalising Europe*: provides an understanding of globalisation and its relationship to identity formation
- *Lifting the Iron Curtain*: surveys historical, political and cultural developments of Central and Eastern Europe (including the Balkans and some of the Soviet successor-states) within the overall context of the EU integration process

### **Skills trajectory**

The European Studies skills trajectory consists of training courses that familiarise you with key research methodologies in both academic and professional settings as well as with language



and professional skills. While skills training courses may be linked to the regular courses with regard to content, they are organised separately.

All skills courses prepare you for academic research and writing, as well as for future job-related assignments and tasks. Often the latter involve writing papers and conducting research, using different concepts and methodologies simultaneously. An overview of how the skills trajectory relates to the content courses can be found in Annex 2. The research skills courses provide essential academic tools for writing your final bachelor's thesis.

#### **Year 1**

During the first year, you will focus on PBL and study skills, English skills and general skills related to academic research and writing. You will first be introduced to PBL and study skills during the Introduction Days and will continuously practice these skills throughout the three years of your studies. Tutors provide regular feedback or provide opportunities for peer feedback.

#### *English language training*

Everyone has to take a diagnostic English language test during the first few weeks of the programme. This allows us to offer advice, if needed, to take additional language courses on top of those offered in the programme.

#### *Research and Writing in European Studies*

This course introduces students to academic research and writing in the interdisciplinary field of European Studies. It discusses different genres in writing, including the differences between high school writing and university writing. Through outlining the programme's research and writing trajectory, students will also be introduced to specific expectations and requirements as regards their papers in European Studies, including ethical issues and APA requirements. The course pays particular attention to how to read different academic texts, identify main and supporting ideas, and translate this understanding into writing. Students will work with texts they are reading for the concurrent content course. This will further their comprehension of those texts





and prepare them better for discussion. Finally, students will be introduced to matters pertaining the planning of academic research projects.

#### *Working with Research Problems*

This course builds on the first period course through means of introducing students to initial steps in critically reading academic texts and assessing the validity of arguments. They will learn how to apply concepts to specific cases and how to write a research-based paper in response to a given research question. Through this, students will be introduced to what is important in formulating a research problem, consisting of a suitable research topic in the interdisciplinary field of European Studies, a good research question, and the relevance of topic and question. Students will also be introduced to matters pertaining to the role of theories and concepts and methodology in academic research and writing. They will work with texts they are reading for the concurrent content course. This will further their comprehension of those texts and prepare them better for discussion.

#### *The Academic Workshop I*

With the aim of contributing to students' broader understanding of and reflection on research practice, this course brings together the three learning trajectories on (1) Problem-Based Learning, (2) academic research and writing, and (3) generic study skills and reflection. Students learn how to write a basic library research paper based on a research question they have developed themselves with tutor guidance, the basic steps of which they were first introduced to in period 2. They will work with topics and texts introduced during the content course of period 2. Through peer review sessions, students will also learn how to use skills acquired through Problem-Based Learning to collaborate on academic research and writing.

Finally, students will reflect on and extend their existing study strategies and skills, so as to manage their own time and function adequately in the Bachelor in European Studies.

#### *Back to the Sources*

The first skills course of year 2 introduces the criteria for analysing and evaluating various types of historical and contemporary sources such as archival material and information on the internet.

#### *Negotiation Skills*

This course provides a basic introduction to the main concepts of negotiation and negotiation theories. It aims to improve your negotiation skills and to help you better understand EU decision-making.

#### **Year 2**

The second-year skills training courses help you discover and apply different philosophies and methods of research in more depth, including qualitative and quantitative methods and policy-oriented research.

#### *Second Language Training*

In periods 1 and 2, you can choose one modern language among those offered by the Language Centre. The focus is on the acquisition of communication skills with a particular emphasis on cultural differences.

#### *Research and Study Skills: The Academic Workshop II*

This course provides further insights into the academic environment and the research process. This course builds on the skills acquired in year 1 and helps prepare for the papers you will have to write during the second year of your studies.

#### *Introduction to Qualitative Methods*

This course in period 4 introduces methods for studying cases in depth, interviewing and analysing text documents.

### *Introduction to Quantitative Methods*

This period 5 course helps you understand basic statistical concepts and their applications. You will meet with your group in the computer lab to work on surveys with the statistical software SPSS.

### **Year 3**

The third year is built around elective skills training courses, offering you opportunities to deepen your knowledge of qualitative and quantitative methodologies. Again, there is the chance to take a language course.

From period 4 onwards, you will choose two of the four skills training courses:

- *survey research*: helps you further improve your quantitative research skills and conduct small-scale surveys for the business sector, non-governmental organisations and cultural organisations across the Maas-Rhine Euregion
- *interviewing*: helps you develop your basic interviewing skills
- *advanced document analysis*: trains your abilities in document analysis, using historical documents or conducting discourse analysis.

### **Bachelor's thesis**

The research training culminates in the writing of your final bachelor's thesis. You will apply the knowledge and skills acquired during the courses and skills trainings to design, execute and present an individual piece of research. You will be supervised by a member of the academic staff of your choice (each supervisor works with a pre-defined theme, and students sign up for a supervisor and theme on a first-come-first-served basis). This is important preparation for conducting independent research and for conducting master's thesis research. You will write your bachelor's thesis in parallel to the regular courses and skills training courses in periods 3, 4 and 5.

Your final thesis is an exercise in writing a longer, individual piece of research. It should not only demonstrate your ability to develop a sound theoretical and methodological framework, but also show that you are able to use this in an innovative way, either by looking at topics or data from different perspectives, or by using original data.

Specifically, the thesis illustrates your ability to:

- devise and conduct research of a limited size using methods and techniques relevant to European Studies
- formulate a clear and feasible research question
- collect the sources and literature required to answer this research question
- use the results of your research (i.e. selection and analysis of your sources) to articulate a well-rounded conclusion
- present the results of the research in a clear, concise and well-written academic argument

For more information about European Studies, go to [www.maastrichtuniversity.nl/bachelor/es](http://www.maastrichtuniversity.nl/bachelor/es)



# Annex 1: Final Qualifications

The bachelor's programme in European Studies educates students to become capable of critically analysing Europe from an interdisciplinary perspective. The programme combines ideas, theories, concepts and methods from political science, history, international relations, law, economics, philosophy and sociology, and graduates can apply these different disciplinary perspectives into well-balanced judgements and positions, both orally and in writing.

1. upon completion of the BA ES graduates are able to **demonstrate knowledge and understanding** of ideas, concepts, methods, and theoretical debates related to:
  - a) the history, development, and cultural diversity of Europe since the nineteenth century.
  - b) the European integration process, the main European institutions, and important policies and policy making procedures from different disciplinary perspectives.
  - c) Europe's place in the globalising world.
  - d) the appropriate analytical and methodological frameworks commonly used in the interdisciplinary field of European Studies.
2. BA ES graduates possess the ability to **apply their knowledge and understanding** to historical and contemporary issues related to the interdisciplinary field of European Studies. They are able to:
  - a) draw upon knowledge and methods from the interdisciplinary field of European Studies in order to examine European challenges and issues and connect them to their socio-political and historical context.
  - b) formulate relevant research problems related to the study of Europe.
  - c) develop and apply an appropriate analytical and methodological framework to address research problems.
3. BA ES graduates can use their knowledge and skills to **judge** complex situations in the field of European Studies. They are able to:

- a) diagnose academic and societal problems related to the study of Europe, and connect them to their socio-political and historical context.
- b) critically use different insights, approaches and methods in order to phrase reasoned judgements in the interdisciplinary field of European Studies.

4. BA ES graduates are able to **communicate** information, ideas, problems and solutions in a constructive and eloquent way to both academic and non-academic audiences.

They are able to:

- a) present effective and convincing arguments in keeping with academic conventions orally.
- b) present effective and convincing arguments in keeping with academic conventions in writing.
- c) defend their research findings in keeping with the conventions of the relevant disciplines, through fair and balanced argumentation and taking into account alternative explanations.
- d) have a basic understanding of another language (beyond their native language and/or their language of study (i.e. English)).

5. BA ES graduates have developed the **learning skills** that allow them to continue studying with a high level of autonomy. They are able to:

- a) identify strengths and weaknesses, and describe a course of action, related to their own generic skills and competences.
- b) manage their work and time effectively and efficiently.
- c) actively and constructively work in international teams, by contributing to collective learning processes, and by being able to take up specific responsibilities, such as acting as a chair, proving and receiving feedback, and taking minutes.
- d) describe a course of action in order to continue their studies at master's level, and to perform a profession requiring a BA-level degree.

# Annex 2: Overview Curriculum

	Period 1 Sept-Oct	Period 2 Nov-Dec	Period 3 January	Period 4 Febr-March	Period 5 April-May	June
Year 1	Imagining Europe: the Ideas of Europe (9 ECTS)	Ruling Europe: the Making and Unmaking of Political Orders after the French Revolution (9 ECTS)	Research and Study Skills: The Academic Workshop I (7 ECTS)	Constructing Europe: Institutions, theories and challenges in EU Politics (9 ECTS)	Globalizing World: Contemporary Issues and Actors in International Relations (9 ECTS)	
	Research and Study Skills: Research and Writing in European Studies (4 ECTS)	Research and Study Skills: Working with Research Problems (4 ECTS)		Research Skills: Back to the Sources (4 ECTS)	Language and Professional Skills: Negotiation Skills (4 ECTS)	
	Language & Professional Skills: English Diagnostic Test (1st week!)					
	Language & Professional Skills: Student Support Programme (1 ECTS)					
Year 2	EU law I: Institutional Law of the EU (9 ECTS)	Policy Domains: Analysing the European Policy Process (9 ECTS)	Elective (4,5 ECTS) - International Relations: Contemporary Issues and Actors - Placing Europe: Cities, Regions, Borders	Comparative Politics and Government (4,5 ECTS) & Area Studies (4,5 ECTS)	Making a European Market (4,5 ECTS) & International Economics (4,5 ECTS)	
	Research Skills: Back to the Sources (3,5 ECTS)		Research Skills: Constructing your own Research Design (2,5 ECTS)	Research Methods: Introduction to Qualitative Methods (3,5 ECTS)	Research Methods: Introduction to Quantitative Methods (3,5 ECTS)	
		Language and Professional Skills: Negotiation Skills (3,5 ECTS)				
				Second Language Training (3 ECTS)		
Year 3	Elective Semester: Study Abroad, Minor, Electives, Internship (24 ECTS)			Elective (9 ECTS) - EU law II. Substantive Law of the EU - Lifting the Iron Curtain: Central and Eastern Europe in the New Europe - Culture and Identity in a Globalizing Europe - Othering Europe	Elective (9 ECTS) - Power and Democracy - After Babel: Language Policies in the EU - External Relations of the EU - Authority, Expertise and a Changing Environment	
				Elective Research Skills (3 ECTS)* - Survey Research - Interviewing - Advanced Document Analysis		
				Language & Professional Skills: Second Language 2 (3 ECTS)		
			Bachelor Thesis (12 ECTS; deadline late June)			

\* Students choose 2 out of 4 skills: choosing from the 3 research methods and second language

NB: The details of this programme could change; before applying, please check: [www.maastrichtuniversity.nl/bachelor/es](http://www.maastrichtuniversity.nl/bachelor/es)



# Bachelor's programme **Global Studies**



# Global Studies

Would you like to understand how different parts of the world are connected through global phenomena such as climate change and migration? Would you like to contribute to a more sustainable planet and debate solutions for a more just society? Do you want to understand global challenges from a variety of perspectives coming from Psychology, Law, Economics, History, Global Health, Politics and Sociology, to name a few? Then the new Bachelor's programme Global Studies is for you.

Global Studies is a truly interdisciplinary programme. It is the only bachelor's programme in the Netherlands to have 6 faculties equally teaching in the programme. This means that experts will help you to integrate knowledge from different disciplines to better understand and intervene in complex global problems. You will study with an international group of students, receive two years of language training, and have the opportunity to conduct a field study in the Global South.

## Fast Facts

- explore five global topics in detail
- learn with scholars from over a dozen disciplines
- go on field study in the Global South
- have two years of language training
- belong to a dedicated study association
- 3-year, full-time bachelor's programme
- taught entirely in English
- small-scale groups of about 12 students

## What will you learn?

Global Studies trains you to understand and develop solutions for complex global issues. The programme is structured around five themes:

- environment & economy
- migration & citizenship
- tolerance & beliefs
- peace & justice
- 21<sup>st</sup> century learning

The themes are preceded by an introductory

semester that introduces you to the field of Global Studies. In your final year, you will put your expertise to the test with a field trip to a destination in the Global South, an interdisciplinary bachelor's thesis, and a chance to develop an intervention for a societal problem presented to you by an NGO, government agency, firm or a school.

## Your future

Global Studies was designed to be a fully interdisciplinary programme, with opportunities to learn about the theories and assumptions of individual disciplines, how to integrate insights from different disciplines and to practice how to apply the insights of multiple disciplines to complex, global problems. As a result, you will be well-placed to pursue a career path that allows you to contribute to solving important social challenges. Given the interdisciplinary nature of the Global Studies programme, you will have a strong academic foundation to pursue a variety of master's programmes in The Netherlands and around the world.

Possible professions upon completion of your degree include:

- policy maker on global issues (climate change, migration)
- advisor on global health risks for companies and governments
- ethics advisor for companies operating globally
- researcher/consultant for public, non-profit or private sector on migration, environment, cultural diversity, peace
- corporate and government training schemes
- teacher, director of secondary schools

For more information about Global Studies, go to [www.maastrichtuniversity.nl/bachelor/gs](http://www.maastrichtuniversity.nl/bachelor/gs)

# Practical Information

## Application & Admission

For detailed information about Application and Admissions, please refer to the programme of your choice on our website

[www.maastrichtuniversity.nl/bachelor/ac](http://www.maastrichtuniversity.nl/bachelor/ac)

[www.maastrichtuniversity.nl/bachelor/es](http://www.maastrichtuniversity.nl/bachelor/es)

[www.maastrichtuniversity.nl/bachelor/ds](http://www.maastrichtuniversity.nl/bachelor/ds)

[www.maastrichtuniversity.nl/bachelor/gs](http://www.maastrichtuniversity.nl/bachelor/gs)

### Non-Dutch diploma's

If you have completed your studies at a non-Dutch institution, our Student Services Centre (SSC) can help you with credit and diploma transfer and diploma recognition. For more information please contact the SSC via phone: +31 (0)43 388 5388 or email:

[study@maastrichtuniversity.nl](mailto:study@maastrichtuniversity.nl)

### Matching

All programmes at FASoS have open admission; to be sure that the programme is the right match for you, there is the possibility to participate in a voluntary Matching procedure. The aim of Matching is to assess whether you and your chosen programme are a good match.

Matching can involve an interview, an online questionnaire or some other activity followed by a recommendation. For more information about the voluntary Matching procedure, please visit our website at

[www.maastrichtuniversity.nl/matching](http://www.maastrichtuniversity.nl/matching)

### Deadlines for application

For the latest information on application deadlines, please have a look at

[www.maastrichtuniversity.nl/bachelor/ac](http://www.maastrichtuniversity.nl/bachelor/ac)

[www.maastrichtuniversity.nl/bachelor/es](http://www.maastrichtuniversity.nl/bachelor/es)

[www.maastrichtuniversity.nl/bachelor/ds](http://www.maastrichtuniversity.nl/bachelor/ds)

[www.maastrichtuniversity.nl/bachelor/gs](http://www.maastrichtuniversity.nl/bachelor/gs)

### Tuition fees

Life in the Netherlands is not expensive compared to English-speaking countries, and tuition fees are relatively low. With the renowned quality of education and the comparatively low cost of living, studying in the Netherlands will give you true value for money. For the most up-to-date information and to find out which rate applies to you, see our online tuition fees guide at

[www.maastrichtuniversity.nl/tuitionfeesguide](http://www.maastrichtuniversity.nl/tuitionfeesguide)





## Coming to Maastricht from abroad

Students from non-EU/EEA countries wishing to reside in the Netherlands for more than three months are required to obtain a residence permit. To enter the Netherlands, non-EU/EEA students (except those from Japan, the United States, Canada, New Zealand, South Korea or Australia) may also need an entrance visa. Once you are admitted to a bachelor's programme, our Visa Office will contact you and assist with visa and permit procedures. For more information please go to [www.maastrichtuniversity.nl/visa](http://www.maastrichtuniversity.nl/visa)

### Accommodation

On-campus accommodation is not common in the Netherlands. Most students share a house or apartment in the city centre or within cycling distance of the university.

Unlike many Dutch cities, Maastricht has no shortage of student housing. Nevertheless, you should start searching early to find a room. Go to [www.maastrichthousing.com](http://www.maastrichthousing.com) for more information. Also make sure to follow the various Facebook groups set up by students, which are intended to helping you find a room.

### Student life

In Maastricht there is always plenty to do. There are countless organisations and student associations offering interesting lectures and debates, concerts and performances, sports and outdoor activities, international get-togethers and other social events. To find out more, go to [www.maastrichtuniversity.nl/lifeum](http://www.maastrichtuniversity.nl/lifeum) and follow FASoS on social media.

[www.facebook.com/maastrichtfasos](http://www.facebook.com/maastrichtfasos)  
[www.twitter.com/FasosMaastricht](http://www.twitter.com/FasosMaastricht)  
[www.instagram.com/fasosmaastricht](http://www.instagram.com/fasosmaastricht)  
[www.linkedin.com/school/fasos](http://www.linkedin.com/school/fasos)  
[www.youtube.com/UMFASOS1](http://www.youtube.com/UMFASOS1)





## Welcome to FASoS

After you have applied for one of our bachelor's programmes, you will receive an invite to our closed Facebook group called "Welcome to FASoS". In this group, you will not only receive important and interesting information, you will also meet your future classmates. Our student ambassadors, who are current bachelor's students will also be available to answer your questions in this closed Facebook community.

## MyMaastricht

Mymaastricht.nl is the one-stop information platform to help international students find their way in the city. You can find MyMaastricht via their website, blog and social media, and you will also see their representatives during the open days. Their content is all in English and covers Health, Transport, Housing and Finances as well as Sports, Media and Community in Maastricht. Make sure to check out [www.mymaastricht.nl](http://www.mymaastricht.nl) before coming to Maastricht.

## UM SPORT

UM SPORT organises a broad range of sports activities for students. Just to name a few: badminton, swimming, yoga, spinning, karate, football, gym and group classes. Memberships are flexible and prices are affordable. For more information, go to [www.maastrichtuniversity.nl/sport](http://www.maastrichtuniversity.nl/sport)

## Getting to Maastricht

Maastricht is centrally located between eight airports and is well served by international trains. High-speed ICE and TGV trains connect the nearby cities Liège and Aachen to other major cities such as London, Paris and Frankfurt. While some airports now offer direct flights to Maastricht, the city is close to Amsterdam, Eindhoven, Brussels, Cologne and Düsseldorf airports.









# Follow our FASoS ambassadors on social media

Gain more insight into all the FASoS bachelor's programmes by getting to know the current students of the programmes. The FASoS ambassadors will tell you about their lives at FASoS and what studying at Maastricht University is actually like. Go to the website to find an overview of their social media pages.

**FASoS**  
AMBASSADOR

Subscribe to the programme and meet all of your future classmates in the closed Facebook group!

Follow us  
on Instagram  
@fasosmaastricht!



[www.maastrichtuniversity.nl/fasosambassadors](http://www.maastrichtuniversity.nl/fasosambassadors)





## Contact information

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Phone: +31 (0)43 388 3388

Email: [info-fasos@maastrichtuniversity.nl](mailto:info-fasos@maastrichtuniversity.nl)  
[www.maastrichtuniversity.nl/fasos](http://www.maastrichtuniversity.nl/fasos)

For more information, please visit the programme of your choice at  
[www.maastrichtuniversity.nl/bachelor/ac](http://www.maastrichtuniversity.nl/bachelor/ac)  
[www.maastrichtuniversity.nl/bachelor/es](http://www.maastrichtuniversity.nl/bachelor/es)  
[www.maastrichtuniversity.nl/bachelor/ds](http://www.maastrichtuniversity.nl/bachelor/ds)  
[www.maastrichtuniversity.nl/bachelor/gs](http://www.maastrichtuniversity.nl/bachelor/gs)

You can also find the Faculty of Arts and Social Sciences on Facebook, Instagram, LinkedIn, YouTube and Twitter.



[www.maastrichtuniversity.nl/fasos](http://www.maastrichtuniversity.nl/fasos)