**Honours programme FASoS**

**List of topics 2018-19**

1. ***Learning from disaster: improving your political sensitivity***

**Prof. dr. ir. Marjolein van Asselt**

Major incidents and disasters, such as plane crashes and chemical explosions, are usually subject of investigation. In different countries, different arrangements have been made to investigate disasters. The formal aim of these investigations is truth finding and learning from disaster. Due to the heavy impact on society, these investigations are embedded in societal and political processes. Usually such investigations experience broad media coverage and are highly debated in parliaments and society at large. The aim of this seminar is to understand the societal and political dimensions of disaster investigation, as a means to understand what it means and requires operating in such a politically sensitive context. Such investigations aim to contribute to changes in society, from the basic idea that understanding risks can (but not necessarily does) inform better actions. So a key question is also how to deal with and approach the diversity of actors that could learn from such an investigation.

The seminar is supervised by prof. Marjolein van Asselt, holding a chair in risk governance. Since 2000, she has been member of various high-level advisory bodies in the Netherlands, directly advising the Dutch government, such as the Scientific Council for Government Policy (WRR). When she was a member, the WRR produced influential reports on i-government, development policy, the learning economy, school drop outs, corporate social responsibility and risk regulation. Since 2014 she is board member of the Dutch Safety Board (OVV), responsible for learning from accidents in all sectors, from aviation to health care, from industry to agriculture, from gas exploitation to food safety. In this responsibility, she was involved in the investigation into the MH17 crash. This honours project provides an opportunity to learn from the practice of serving as a high-level expert, which should help the students participating in this seminar to improve their political sensitivity. Part of the project is a visit to the Dutch Safety Board in The Hague.

1. ***De grondtoon van Maastricht: Het geluidlandschap als cultureel erfgoed***

**Prof dr. Karin Bijsterveld**

Dit honours project onderzoekt het klanklandschap van Maastricht als een vorm van cultureel erfgoed. Het doel is om dit erfgoed in samenwerking met Intro in Situ—een productiehuis en podium voor vernieuwende hedendaagse muziek—en Cinema Lumière te bewaren, te contextualiseren en te vieren. Het project is geschikt voor honours studenten *die Nederlands als eerste taal hebben*. Het is ook relevant als scriptie-onderwerp voor Nederlandstalige studenten in de MA Kunst, Cultuur- en Erfgoed/Arts & Heritage

De aanleiding voor het project is een mysterieuze slinger in het restaurant van Cinema Lumière. Volgens de overlevering heet die slinger “de Brom.” Waar nu het restaurant staat, stond ooit een elektriciteitscentrale—gebouwd in 1910—voor de fabrieken van het Sphinxkwartier . De slinger in de centrale kon een zoemend geluid voortbrengen dat bedoeld was om de werknemers van de fabrieken in de omgeving te laten weten dat de werkdag erop zat. Mogelijk werd ook de schaft ermee aangekondigd. Maar het geluid had onbedoeld nog andere functies. Werd “de Brom” in bepaalde wijken gehoord, dan wisten de mensen daar uit ervaring, vermoedelijk door de samenhang met windrichting en luchtvochtigheid, dat er regen op komst was en dat het wasgoed aan de lijn naar binnen moest worden gehaald.

Maar hoe klonk die zoemer precies? Hoe werkte de slinger? En wat weten Maastrichtenaren nog van “de Brom” en andere klanken die typerend waren voor het Sphinxkwartier van die jaren? Valt dit geluid en andere elementen van het klanklandschap van Maastricht via interviews met voormalige arbeiders, bewoners van de fabriekswijken en anderen te reconstrueren? Levert dat voldoende op om als cultureel erfgoed in een klankinstallatie of andere vorm voor Intro en Lumière te “verpakken”? Hoe kunnen onderzoeksmethoden uit het nog nieuwe vakgebied van *Sound Studies* gebruikt worden om historische klanklandschappen als cultureel erfgoed tot leven te brengen?

1. ***Opening the Closed Doors of Diplomacy?***

***Dilemmas of parliamentary involvement in EU External Relations***

**Prof. Thomas Christiansen and Dr. Anna Herranz-Surrallés**

To what extent should citizens and parliaments be involved in foreign policy decisions such as trade agreements, military intervention, and the use of drones or the imposition of sanctions? The answer to this question is far from straightforward. Compared to domestic policies, foreign policy is often subjected to much lower levels of parliamentary scrutiny. This is related to the long-established tradition of considering foreign policy matters as being too sensitive and too urgent to be exposed to the openness of parliamentary debates and the uncertainties of party politics, particularly in moments of crisis. However, the increasingly blurred distinction between internal and external affairs, especially in Europe, as well as the difficult ethical dilemmas that foreign policy choices frequently entail, have made this state of affairs ever more questionable. In recent years, parliaments at all levels (regional, national and European) have become more active and influential in EU affairs, to the point of blocking or forcing the re-negotiation of international agreements. This parliamentary activism in a context of rising Euroscepticism and ascendency of political forces favouring inward-looking foreign policies, protectionism and hardening borders adds new dimensions to the debate on how to balance democracy and effectiveness in EU external relations.

This seminar will bring students closer to societal and political debates on the legitimacy and democratic quality of EU foreign policy, with a focus on the role of parliaments. Students will have the chance to get involved in different on-going collaborative research projects led by the seminar coordinators, addressing for example, the rise of parliamentary diplomacy, the role of parliaments in Brexit or the mapping of party-political cleavages on the deployment of armed forces. Students will also be assisted towards developing their own research on a topic of their choosing. Excellent student papers will be considered for publication in the CERiM Online Paper series.

1. **Regimes of Time: concepts of time and historicity**

**Prof. dr. Arnold Labrie**

Saint Augustine (c. 400) already observed that everybody seems to know what time is, until somebody asks them the simple question: ‘What is it?’ Different philosophers and scientists have come up with a variety of answers. According to some time is real, while for others it is an illusion or – at best – an emergent (i.e. non-fundamental) phenomenon. For some, it is objective; according to others it is a subjective experience. According to some, time implies continuity, while others think of it as a series of discrete moments. For some, time is absolute, while others think of it as a relational phenomenon. These seem to be almost perennial questions, which one can study from the opposing views of Parmenides and Heraclitus, via the debate between Newton and Leibniz, to discussions between Einstein and Bergson and beyond.

Moreover, time itself has a history. Concepts of time vary over time, from one culture to the next. The linear concept of time that we seem to take for granted, has been the product of one specific tradition: the socio-cultural history of Europe. Other cultures seem to have preferred a – more or less – ‘cyclical’ view of time; a view that also predominated in classical antiquity and that is not completely absent from the Judeo-Christian tradition either. Finally, time plays a significant role in many disciplines: philosophy, physics, biology, psychology, geology, history etc. They all seem to view this phenomenon from different perspectives. For instance, the ‘t’ that we find in physical equations is hardly the same as the ‘time’ of historians (or biologists and psychologists).

The subject matter of this module is vast. Nevertheless, we can reflect upon ‘time’ and some of the more fundamental issues implied in this phenomenon. More in particular, we can reflect upon the social role of time and time measurement. Time is, as the anthropologist Edward Hall once observed, the ‘silent language’: every culture has its own views on time, on the value of time, on the need to measure it and the way to do so. However, these views are taken to be self-evident, without exception. Conceptions of time (and space) are crucial for the way in which people perceive and experience their world, but are also taken for granted.

The importance of time and time measurement as a subject of theoretical and historical analysis can hardly be overestimated. Two quotations may serve as benchmarks for this module:

‘The clock is not merely a means of keeping track of the hours, but of synchronizing the actions of men. The clock, not the steam engine, is the key machine of the industrial age (..) the clock has been the foremost machine in modern technic (..) it marks a perfection toward which other machines aspire.’ (Lewis Mumford)

‘Every culture has its own unique set of temporal fingerprints. To know a people is to know the time values they live by.’ (Jeremy Rifkin)

We will read the following books and essays together and will discuss them in 4 sessions:

* N. Elias, Time: an Essay, Oxford 1992 (c. 175 pp.)
* R. Koselleck, Historia Magistra Vitae. Über die Auflösung des Topos im Horizont neuzeitlich bewegter Geschichte, in: idem, Vergangene Zukunft. Zur Semantik geschichtlicher Zeiten, Frankfurt a.M. 1979, pp. 38-66 (Translated in English in: R. Koselleck, Futures Past: On the Semantics of Historical Time, Cambridge, Mass. 1985)
* R. Koselleck, ‘Erfahrungsraum’ und ‘Erwartungshorizont’-zwei historische Kategorien, in: idem, o.c., pp. 349-375 (translated in English, see above)
* J. Rifkin, Time Wars. The Primary Conflict in Human History, New York 1987 (c. 225 pp.)

Students will also write a short paper (c. 3000 words) about a subject of their individual choice that relates to this module. This will require the study of additional literature (c. 300 pp). Subjects may differ widely and are a matter of agreement between student and tutor. The papers will be discussed en groupe again. The module requires at least 3 participants.

1. ***Imaginations and impacts of flying***

**Prof. dr. ir. Harro van Lente**

The possibility of flying has captured imagination for a long time. With the advent of air travel as a commercial possibility, flying has turned from an exceptional experience into a commodity of western societies. Flying has become an essential ingredient of mobile life styles (Zygmunt Bauman) and has turned into a right. Yet, in the 21st century, the imaginations of freedom, progress and global citizenship of flying have been accompanied by great worries. It is clear that air travel has significant cultural, social and environmental impacts, while the answers to these challenges are far from clear. Typically, the practice of flying is intertwined with other developments, such as the explosive growth of tourism, the cultures of mobility and the rise of novel forms of capitalism. In their projects, students will study a development of their choice. They will study particular imaginations of flying and investigate discourses on need and impact. Together the contributions of students offer a rethinking of the societal and cultural importance of flying.

1. ***International Election Observation and Survey Methodology***

**Prof. dr. Hans Schmeets**

This project/seminar will be closely related to Hans Schmeets’ on-going research in the field of international election assessments and survey methodology. He will share his research in the position of a statistical/election analyst in the ‘core team’ of the OSCE/ODIHR Election Observation Missions (EOMs) in recent years, including various EOMs in the Ukraine covered by over 1,000 international election observers. On this topic he has authored *International election observation and assessment of elections* (CBS: The Hague 2011).Various aspects of the research within EOMs will be outlined: the sample of the polling stations, the bias introduced by the selection of the polling stations, the design of the observer report forms, data-collection of observers’ findings by the use of ‘magic pens’, and how to analyze the quantitative data and written comments. Furthermore, the impact of the background (e.g. nationality) on the assessment of the elections will be illustrated based on over 30 elections. The seminar will also be linked to the methodology used in (large scale) social surveys conducted by Statistics Netherlands (e.g.: social cohesion, wellbeing, labor force, religion, elections). The students will visit Statistics Netherlands (in Heerlen). The various phases of survey research will be demonstrated, including the activities within the questionnaire laboratory and live-interviews at the ‘Computer Assisted Telephone Interview’ department.

This seminar aims at providing: (1) basic knowledge of survey-research methodology in general; (2) backgrounds of the assessments of elections by international organizations, the OSCE in particular; (3) knowledge of the methodology used social surveys and election assessments; (4) practical sessions on data-collection and data-processing; (5) practical sessions of analyzing (quantitative and qualitative) data based on EOMs conducted in recent elections in various OSCE member states (e.g. Ukraine, Kazakhstan, Azerbaijan, Russia, Georgia).

1. ***After the Empire: Writing, rewriting and representing the history of colonialism***

**Prof. dr. Georgi Verbeeck**

Since many years the age of colonialism has been closed in Europe and the Western world. However, its memory and legacies remain subject to recurrent controversies. Historians in various countries are rewriting the history of colonialism, while public discussions on museums, statues and monuments related to the colonial age continue to rage globally.

This seminar invites students with a vivid in public history. Not only will we study new views and interpretations in *academic historical research*, but also the *public domain of history*. Students are encouraged to focus on a specific case, such as: scholarly controversies among historians on colonialism, contemporary history textbooks on colonialism, the representation of colonialism in old textbooks, current controversies on the establishment of (new) museums and exhibitions, activism and the writing of history, the global movement to demand apologies and/or reparations for slavery.

Suggested topics for further research are: the ‘Mapping Slavery’- project in various Dutch cities; the reconstruction of the Museum of Central Africa in Tervuren (Belgium); museums and exhibitions on colonialism in Berlin; the reparation for slavery movement; public acts of apology. Further suggestions are welcome.

1. ***Paradoxes of Romanticism: understanding ourselves and our times***

**Prof. dr. Maarten Doorman**

Modernism and postmodernism are the pivotal concepts that we use in attempts to come to grips with the years of this new millennium. But we often neglect that our contemporary way of life, our political views, our perspectives on science, technology and the past are determined more by the Romantic revolution around 1800, ‘the greatest shift in the consciousness of the West that has ocurred’ (Isaiah Berlin).

The Western world appears as a bundle of contradictions that can only be understood when seen in the light of its common Romantic background. But the Romantic ideal has become entangled in its own paradoxes: the authentic imperative of self-realization led to the awareness of alienation; the glorification of the imagination resulted in a banal culture of self-gratification and consumerism. In the tradition of Mary Shelley’s Frankenstein (1818) we perceive scientific and technological development as promising but - implicitly - dangerous. Contemporary art is still determined as much by romantic values as the political debate (nationalism, identity politics, populism).

The Romantic world view determines a culture in a state of crisis, prompted by its failure to understand its own motivating forces. In this seminar students will not only investigate the roots of this confusion, but also the challenge it poses for such diverse fields of endeavor as history, the arts and the body of thought concerning nations and democracy. In the first half of this honours program we will investigate how the romantic worldview emerged and how it appeared to determine western (and global) culture up to today. Students will analyze romantic literature, painting and other art forms, philosophy and political history (nationalism). We will discuss today’s obsession with authenticity by watching a classic film (Dangerous Liaisons, Stephen Frears), investigating clichés in advertising, social media and tv formats. And in all cases we will consider the question in how far we have left romanticism behind.

In the second half of the seminar students choose a specific field, e.g.

- life and authenticity (Rousseau, alienation, education)

-the romantic culture of resistance (Woodstock, Paris ’68)

- the role and importance of history

- implicit views on science and technology

- the role of the artist (Duchamp, Warhol, Koons)

- art, autonomy and political engagement

- nationalism and democracy

- culture, identity and politics

This seminar combines intellectual history with cultural philosophy. At the end students write a paper of 10- 15 p.

1. ***Citizenship for Sale***

**Prof. dr. Maarten Vink and Mira Seyfettinoglu (student MSc European Studies)**

Citizenship goes to the heart of national sovereignty, indicating a relation between individuals and the state. Yet what should be the requirements for acquiring citizenship? Traditionally, the acquisition of citizenship has been based on bloodline (*ius sanguinis*) or territory (*ius soli*). In most countries immigrants can also acquire citizenship via naturalization, usually after a certain number of years of residence and often conditional upon additional requirements such the ability to speak the language of the country, the absence of a criminal record, etcetera. More recently, having started off in the 1960s in some Caribbean Islands, increasingly more states around the world have introduced so-called ‘Citizenship-by-Investments’ (CBI) programs, which allow the legal purchase of citizenship. These programs, promoted by global consultancies, offer the global super-rich fast-track procedures to citizenship status. This has led to both political and scholarly debate about the question whether, in principle, citizenship should be for sale. In the European Union, where the citizenship of one Member States provides access to the territory of other Member States, the practice by several EU Member States, such as Malta and Cyprus, have led the European Commission to look into the question of whether this should be allowed at all.

Beyond normative controversy, however, the empirical study of the determinants of the introduction of CBI programs remains mostly limited. Why do some countries put their citizenship up for sale, whereas others do not? Part of the reason for this research gap is due to a data limitation. Hence, in order to investigate this question empirically we need more data on which countries have introduced CBI schemes and, if so, when they did so.

The aim to this empirically oriented Honours Seminar will be to produce a longitudinal dataset starting from 1960, when CBI programs were introduced around the world, until today. The dataset will include data on all countries worldwide and will be largely based on information available through the Global Citizenship Observatory ([www.globalcit.eu](http://www.globalcit.eu)). Students will gain hands-on experience in producing an original dataset, thereby advancing their methodological skills (including coding of national citizenship legislation, working with excel files and constructing a codebook). Moreover, they will explore the historical trend and geographical variation in the introduction of CBI schemes and present a trend analysis at the end of the Seminar.

If you are interested in citizenship policies and interested to contribute to the creation of this new dataset, then we welcome your application for this seminar. This seminar will be co-organized by Maarten Vink, professor of political sociology and co-director of the Global Citizenship Observatory (GLOBALCIT), and Mira Seyfettinoglu, a student in the MSc European Studies (research master), who wrote her BA Thesis on this topic.

1. ***Epistolary Selves and Citizen Science***

**Prof. dr. Susan Schreibman**

Social media and other instant modes of communication have all but killed the art of letter writing. In the early 21st century, texting has become the means to stay connected. Email and web forms are now ubiquitously used for business correspondence. But for many centuries, letters were the major mode of non-F2F communication.

The late 18th century through the mid-20th century might be considered the golden age of letter writing. As literacy rates rose in Europe, people from all classes used letters to keep in touch with those either across town or across the world.

Letters of 1916-1923 <http://letters1916.ie> is a database of some 5000 letters that documents some of the most momentous years in the fight for an independent Ireland (the Irish Rising of 1916, the Anglo-Irish War), Ireland’s participation in the First World War, and a divisive Civil War after independence from the United Kingdom in December 1921. It also documents ordinary life, with many letters between friends and relations, as well as letters documenting the work of government and business.

Letters 1916-1923 is not simply a database: it has been developed as an open science, participatory engagement / citizen science project. Citizen Science has emerged a central pillar in the EU as a means to foster social inclusion, create a more informed citizenry, and help promote democratic principles. A definition from the Commission’s policy statement is as follows:

‘Citizen Science (CS) is a concept and term that is emerging in both the policy agenda of the European Commission and the research community. It is one of the five strategic orientations of the new Work Programme 2018-2020 of “Science with and for Society” (SwafS) in Horizon 2020 and also increasingly seen as an integral part of both Responsible Research and Innovation (RRI) and Open Science.’ (www.sisnetwork.eu/media/sisnet/Policy\_brief\_Citizen\_Science\_SiSnet.pdf)

This course will be multi-pronged. It will provide opportunities for students to a) explore concepts behind Citizen Science and how it is being implemented as EU policy; b) gain hands-on experience by working on one of the most successful European citizen science projects in the humanities.

The class will explore what has contributed socially and politically to Citizen Science being adopted as one of the strategic orientations of the current Work Programme, and how humanities projects might help to fulfil its goals. We will explore the concept of participatory design, a central tenant of Citizen Science which can be applied to a range of situations, in which stakeholders (e.g. employees, partners, customers, citizens, end users) are involved in the design process to help ensure the result meets their needs and are usable for the intended audience.

Students will have the opportunity of learning the technologies central to these types of web-based projects by adding new content to the Letters 1916-1923 database (technical skills include editing images and creating metadata – no previous technical skills are needed). Each student will also have the opportunity of crafting an outreach project. Past projects include creating podcasts, videos, and blogposts.

1. ***Political Cultures of Health in Europe and the United States***

**Prof. dr. Frank Huisman**

We are living in paradoxical times. Today, medical science is stronger than ever and we live longer than ever. At the same time, we are more anxious about our individual and collective health than ever. Health budgets are increasing every year, and there are heated debates on how to remedy ‘scarcity’ in the system, and how to organize distributive justice. The scientific truths of biomedicine, the definition of ‘human rights’ and the dynamics of the modern marketplace are believed to be universal. On a closer look however, it turns out that national cultures matter enormously in how problems are being defined and acted upon. Conceptions of social solidarity, patterns of health care funding, health advertising and attitudes toward profits in medicine produce different patterns in different countries. In short: health care systems are highly political.

From the 1960s onwards, developed countries in the West experienced a common set of changes and challenges that seemed to call for new structures of medical governance. On the one hand, the new medicine was dazzling in its scientific power, bringing huge breakthroughs. On the other hand, these came with a host of problems: overspecialization, the ‘God complex’ of doctors, distance from patients and costs out of control. Critics both inside and outside the profession raised concerns that treatment decisions were being dictated for commercial rather than scientific reasons.

Specific attempts were made to organize accountability. In the research domain, physicians became accountable for conducting studies that met accepted scientific standards for rigor and use of human and animal subjects. In the clinical domain, physicians became accountable for following scientifically-based treatment guidelines while also obtaining their patients’ consent in medical decision-making. In the regulatory domain, all parties involved in health care faced a widening range of professional and government agencies bent on standard setting. Last but not least, in the policy domain, every stakeholder involved in health care came to be held responsible for problems involved in its quality, availability, and cost.

At the same time these common problems exist, there is an awareness that different countries were (and are) experiencing them in different ways. Both the definition and articulation of the problems to be solved, and the measures of accountability to solve them, reflect historical patterns of medical governance and accountability. This is particularly the case among developed nations that share a developed bioscience infrastructure, a democratic form of governance, and a commitment to capitalism. National differences in ‘medical culture’ on both sides of the Atlantic continue to produce striking variations in what is considered best practice. It is these tensions that this Honours project intends to investigate.

Students are challenged to find out if there is such a thing as an ‘American way’ and a ‘European way’ of doing things in the field of health care and if so, how both may be characterized and understood. Health care variations reflect cultural factors that are powerful yet hard to identify and measure. Students are invited to make a comparative analysis with a keen eye for the historical, political, cultural and economic dimensions of the issue and of the tension between universalistic concepts of medical progress and rhetoric of national distinctiveness.

The deliverables of the project may vary from historical studies to policy analysis, and from building a website to making an exhibition.