



## Philosophy, Politics and Economics

Vrije Universiteit Amsterdam - Faculteit der Geesteswetenschappen - B Philosophy, Politics and Economics - 2017-2018

Our bachelor Philosophy, Politics and Economics (PPE) will prepare you for future leadership positions in business, politics, academia and beyond. It offers thorough knowledge of the three core disciplines, and teaches you to apply this in an interdisciplinary way. The small-scale, intensive seminars that are part of our PPE programme take place in our own exclusive class rooms within the John Stuart Mill College, situated at the 4th floor of the main building of VU Amsterdam.

As a PPE student, you will work on real-life problems, integrating knowledge from the three disciplines. This is especially done in the PPE in Practice courses, five in total. In the PiP courses you will connect multidisciplinary theoretical insights, employ cross-disciplinary practical tools, and consider questions that require theories, tools, and insights from more than one discipline, such as:

- What is the best response to climate change?
- Is a universal basic income economically feasible?
- How does globalization affect income inequality and labor relations within different countries?

PiP courses take roughly four weeks to complete.

The (PPE) programme is a three-year degree. Each PPE year has a different scope. Year 1 is all about foundations of PPE. Year 2 is about PPE theory, and year 3 is about bringing together the PPE theory and methods you have acquired so far.

### **Year 1: Foundations**

All first year PPE students follow the same programme. It consists of an introduction to the three disciplines and of integrative courses and methods courses. In semester one you will take introductory courses in each of the three disciplines, a course on PPE methods and an interdisciplinary PiP course. The second semester will provide you additional foundational courses in Philosophy, Politics and Economics, and a second PPE Methods course: statistics. In the last period of the first year you will take your second PPE in Practice course (From Theory to Practice).

### **Year 2: Theory**

At the beginning of the second year you choose two of the three PPE disciplines (excellent students can take all three tracks as part of the complementary PPE Honours Track). In semester three for each of your chosen tracks you will take two courses which are mandatory, and the integrative course PPE in Practice III (Governance for Society). In semester four you will choose four elective courses in one or two tracks, and follow another integrative course: PPE in Practice IV (Connected World).

### **Year 3: Practice**

In the third year of your study, the emphasis will shift to preparing you for future academic study and for careers beyond the academy. During semester five you may choose to either study abroad, or to undertake an internship. In the final semester you will incorporate the experiences gained by your studies abroad or internship, along with the skills you have acquired throughout the programme, to produce professional quality research and policy projects. You will complete two large-scale projects: the PPE thesis and the final PiP course (Advanced Topics). You will work in groups to produce professional quality policy briefs, honed through input with your peers in the programme's 'Policy Lab'.

### **After your PPE bachelor**

Students who wish to pursue further education will be qualified to enroll in a number of master programmes, both at universities within the Netherlands and abroad. More info about future prospects and the PPE programme can be found via our website: [www.vu-ppe.nl](http://www.vu-ppe.nl)

[Program overview 2017-2018](#)

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## Bachelor year 1 Philosophy, Politics and Economics

Vakken:

Naam	Periode	Credits	Code
<a href="#">Comparative Politics (PPE)</a>	Periode 5	6.0	W_JSM_109
<a href="#">Development of Macroeconomic Thought (PPE)</a>	Periode 5	6.0	W_JSM_103
<a href="#">Ethics (PPE)</a>	Periode 1	6.0	W_JSM_101
<a href="#">Foundations of Microeconomics (PPE)</a>	Periode 2	6.0	W_JSM_108
<a href="#">History of Philosophy (PPE)</a>	Periode 4	6.0	W_JSM_106
<a href="#">Methods of PPE I</a>	Periode 1	6.0	W_JSM_102
<a href="#">Methods of PPE II</a>	Periode 4	6.0	W_JSM_107
<a href="#">Political Science: State, Power, Conflict (PPE)</a>	Periode 2	6.0	W_JSM_104
<a href="#">PPE in Practice I: Wellbeing, Politics and Markets</a>	Periode 3	6.0	W_JSM_105
<a href="#">PPE in Practice II: From Theory to Practice</a>	Periode 6	6.0	W_JSM_110

## Bachelor year 2 Philosophy, Politics and Economics

Besides the obligatory courses PPE in Practice III and PPE in Practice IV, choose the courses of two tracks in year 2.

Choose per track an elective in period 4 (6 EC) and an elective in period 5 (6 EC).

Opleidingsdelen:

- [Track Philosophy 2nd year](#)
- [Track Political Science 2nd year](#)
- [Track Economics 2nd year](#)

Vakken:

Naam	Periode	Credits	Code
<a href="#">PPE in Practice III: Governance for Society</a>	Periode 3	6.0	W_JSM_207
<a href="#">PPE in Practice IV: Connected World</a>	Periode 6	6.0	W_JSM_208

## Track Philosophy 2nd year

Choose an elective in period 4 (6 EC) and an elective in period 5 (6 EC).

Vakken:

Naam	Periode	Credits	Code
<a href="#">Epistemology</a>	Periode 4	6.0	W_JSM_210
<a href="#">Ethics II: Autonomy, Freedom and Responsibility</a>	Periode 4	6.0	W_JSM_209
<a href="#">History of Philosophy II: Plato's Republic</a>	Periode 5	6.0	W_JSM_211
<a href="#">Methods of PPE III</a>	Periode 4	6.0	W_JSM_221
<a href="#">Philosophy of Science</a>	Periode 2	6.0	W_JSM_201
<a href="#">Political Philosophy</a>	Periode 1	6.0	W_JSM_204
<a href="#">Political Philosophy II: Global Justice</a>	Periode 5	6.0	W_JSM_212

## Track Political Science 2nd year

Choose an elective in period 4 (6 EC) and an elective in period 5 (6 EC).

Vakken:

Naam	Periode	Credits	Code
<a href="#">Comparative Politics II: Political Communication</a>	Periode 5	6.0	W_JSM_213
<a href="#">Global Political Economy</a>	Periode 5	6.0	W_JSM_214
<a href="#">International Relations and Global Governance</a>	Periode 2	6.0	W_JSM_205
<a href="#">Methods of PPE III</a>	Periode 4	6.0	W_JSM_221
<a href="#">Political Institutions</a>	Periode 1	6.0	W_JSM_202
<a href="#">The European Union: Institutions, Politics and Policy</a>	Periode 4	6.0	W_JSM_216
<a href="#">Welfare State Reform Politics</a>	Periode 4	6.0	W_JSM_215

## Track Economics 2nd year

Choose an elective in period 4 (6 EC) and an elective in period 5 (6 EC).

Vakken:

Naam	Periode	Credits	Code
<a href="#">Behavioural Economics</a>	Periode 5	6.0	W_JSM_217
<a href="#">Institutional Economics</a>	Periode 5	6.0	W_JSM_218
<a href="#">International Trade and Development Economics</a>	Periode 4	6.0	W_JSM_219

<a href="#">Macro-economics and Policy</a>	Periode 2	6.0	W_JSM_206
<a href="#">Methods of PPE III</a>	Periode 4	6.0	W_JSM_221
<a href="#">Micro-economics and Methods</a>	Periode 1	6.0	W_JSM_203
<a href="#">Public Economics</a>	Periode 4	6.0	W_JSM_220

## Bachelor year 3 Philosophy, Politics and Economics

Choose in the first semester Study Abroad or an Internship.

## Honours Programma Faculteit der Geesteswetenschappen

Voor de inhoud van het facultaire Honoursprogramma, zie:  
<https://fgw.vu.nl/nl/opleidingen/bacheloropleidingen/honours/index.aspx>

Algemene informatie over het Honoursprogramma, zie:  
<https://www.vu.nl/nl/opleidingen/overig-onderwijs/honours-programme/index.aspx>

## Behavioural Economics

<b>Vakcode</b>	W_JSM_217 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. H.E.D. Houba
<b>Examinator</b>	dr. H.E.D. Houba
<b>Docent(en)</b>	dr. H.E.D. Houba
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

After completion of the course you

- know how the standard rational choice model in economics can be empirically tested, what the (replicated) evidence-based facts about actual choice in economics are and which of these facts are robust empirical evidence against the standard model
- will obtain awareness of your own and other persons' behavioural biases,
- are able to set-up and conduct experiments and reflect upon experimental setup and empirical evidence.
- are able to adopt a critical evidence-based attitude towards economics and to reflect upon effective behavioral economic policies and the policy debate about libertarian paternalism.

### Inhoud vak

Behavioural economics is reshaping economics. Many experiments demonstrate that people behave differently than the standard economic model of homo economicus in textbooks. These empirical findings result from systematic biases with a psychological origin. Behavioral economics

recognizes this origin and explores its consequences to arrive at evidence-based economics as positive science and evidence-based economic policy as its normative counterpart. Behavioural economics has serious consequences for economic policy itself and thinking about economic policy. For instance, making automatic enrollment in pension savings the default choice option substantially increases the number of participants in US pension saving schemes. This tinkering with what is called the choice architecture is called nudging and has led for instance to the foundation of the Behavioural Insights Team (BIT), a social company that started as the world's first government institution dedicated to the application of behavioural sciences. Cass Sunstein and Richard Thaler has advocated these policies and labelled them libertarian paternalism and view it as an alternative to laissez-faire.

In this course a selection of established behavioral economic topics will be introduced: framing, sunk cost fallacy, menu dependence, loss aversion, endowment effect, gambler's fallacy, mental accounting, Allais' paradox, Ellsberg paradox, ambiguity aversion, hyperbolic discounting, behavioral game theory, social preferences, reciprocity, trust, and limited strategic thinking.

### Onderwijsvorm

Lectures with class-room experiments, presentations by participants, exercise classes, meetings with discussion.

### Toetsvorm

Essay (40%) and take home assignment (60%) that includes conducting experiments (30%)

### Literatuur

Erik Angner, 2016, A course in Behavioral Economics, Palgrave MacMillan, ISBN 978-0-230-30454-3, GBP 37

Selected texts, scientific articles and supporting YouTube videos

### Aanbevolen voorkennis

Mandatory courses PPE specialization Track 3: Economics

### Doelgroep

Second year PPE students

## Comparative Politics (PPE)

<b>Vakcode</b>	W_JSM_109 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. C.E. de Vries
<b>Examinator</b>	prof. dr. C.E. de Vries
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

### Doel vak

- Providing students with an overview of several central debates within Comparative Politics
- Teaching students to critically evaluate the premises of theories and

the comparative method

- Training students to set up their own research design and to think critically about key methodological issues such as conceptualization, operationalization and case-selection

Teaching students how to apply the comparative method in qualitative and quantitative research, to think about the advantages and disadvantages of both types of research, and how they can complement each other.

### **Inhoud vak**

The course introduces PPE students to the substance and methods of Comparative Politics by presenting and discussing a series of topics. The course starts by providing the students with basic knowledge about the field of Comparative Politics, particularly the methodology regarding analyzing institutions, actors and policymaking in a comparative (international) perspective. Subsequently, substantive topics are introduced and discussed by means of three central debates within the sub-discipline: Esping-Andersen's Types of welfare capitalism; Lijphart's Types of democracy; and Lipset & Rokkan's Formation of party systems and cleavages. In the tutorials, students will work on answering research questions relating to these debates.

### **Onderwijsvorm**

Lectures and seminars (active learning groups).

### **Toetsvorm**

Written assignment (50%) and paper (50%)

### **Literatuur**

Lijphart, Arend (2012) Patterns of Democracy. Government Forms and Performance in Thirty-Six Countries. 2nd ed. New Haven: Yale University Press. Second Edition. 368 pp.  
Reader (available online)

### **Vereiste voorkennis**

None

### **Doelgroep**

First year PPE students

### **Overige informatie**

Course will be given by dr. Simon Otjes. No VU-net id yet.

## **Comparative Politics II: Political Communication**

<b>Vakcode</b>	W_JSM_213 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. J. Kleinnijenhuis
<b>Examinator</b>	prof. dr. J. Kleinnijenhuis
<b>Docent(en)</b>	prof. dr. J. Kleinnijenhuis
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200



## **Doel vak**

To acquire knowledge of:

- The nature of political statements, political discourse and political news
- The representation of economic and societal events and developments in political discourse
- Old media and new media and how they changed political communication
- The meaning of freedom of expression, freedom of the press and freedom of assembly for media and democracy
- Classical approaches to elementary statements (e.g. Wittgenstein), argumentation (e.g. Toulmin), political discourse (e.g. Machiavelli) and media impact (e.g. De Tocqueville)
- Newer theories about public opinion and media effects (e.g. spiral of silence, agenda setting, herding, priming, framing)
- Qualitative and quantitative research methods to investigate political communication

## **Inhoud vak**

The need to be heard is a central part of the political game. What politicians have to say to their target audiences does not exist politically if it does not exist in the preferred media of their audiences. Three broad questions are central to the course. How to represent social and economic developments, political dilemmas, political positions, political conflict and political successes and failures in appealing statements, speeches and debates? How do (journalists in) old and new media represent the economy, politics and public opinion in political news? How does the news affect economic stakeholders, political stakeholders and public opinion? This course helps students find answers to these questions with a combined theoretical and practical approach. Theoretically, classic and more recent literature on political and public communication will be studied, looking both at media strategies and media effects. Practically, students will learn how to conduct automatic content analysis and time series analysis in order to analyse the effect of the media on stock prices and political indicators.

## **Onderwijsvorm**

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

## **Toetsvorm**

Papers (67 %) based on the application of research methods in active learning groups and written test (33 %) to assess knowledge and skills.

## **Literatuur**

Wolfsfeld, G. (2014), *Making Sense of Media and Politics: Five Principles in Political Communication*, Taylor & Francis.  
De Vreese, C., E. Albaek, A. Van Dalen and N. Jebriil (2013), *Political Communication in Comparative Perspective*, Cambridge UP  
Research articles for practical exercise groups

## **Vereiste voorkennis**

Mandatory courses PPE specialization Track 3: Political Science

## **Aanbevolen voorkennis**

Mandatory courses PPE specialization Track 3: Political Science

**Doelgroep**

Second year PPE students

**Development of Macroeconomic Thought (PPE)**

<b>Vakcode</b>	W_JSM_103 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. C.F.A. van Wesenbeeck
<b>Examinator</b>	dr. C.F.A. van Wesenbeeck
<b>Docent(en)</b>	dr. C.F.A. van Wesenbeeck
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

**Doel vak**

By the end of the course, the student will:

- Be able to reproduce macroeconomic theories about growth, unemployment and to describe core macroeconomic concepts.
- Be able to describe the development of different schools of macroeconomic thought and relate these to their historical context.
- Be able to describe recent macroeconomic theories of growth, unemployment and inflation and to perform basic computations with mathematical representations.
- Can relate modern and historical macroeconomic theories to currently observed macroeconomic phenomena such as the financial crisis or the crisis in the Eurozone.

**Inhoud vak**

The course gives students an understanding of how macroeconomic thought has developed over time. In addition, basic tools are offered to analyze economic growth and the relation between growth, employment and inflation. Two lines are followed: (1) monetary economics, focusing on the role of money in the economy, including fluctuations in the value of money (deflation/inflation), and (2) theories of growth, including understanding temporal fluctuations (business cycles), and causes of growth. These two lines are treated separately in the beginning, when the early origins of macroeconomic thought are discussed, and as part of "schools of thought" from the late 18th century onwards. The course provides basic insights in Classical, Keynesian, Post-Keynesian, Monetarist, New Classical schools of thought, as well as in the modern branches of Real Business Cycle Theory and Endogenous Growth Theory. The course combines a historical/political contextualization of theories with formal description in model terms. Hence, we also analyze models of growth and money supply including the Solow growth model, the IS/LM model, and the Philips curve. Finally, central concepts of macroeconomics such as inflation, employment, labor productivity and technological progress are analyzed in relevant contexts, and basic computational exercises are included to enhance familiarity with these concepts.

**Onderwijsvorm**

Lectures and active learning groups

### Toetsvorm

Mid-term exam (first half of course, 50%), final exam (second half of course, 50%). In the seminars, individual and group assessments and presentations are included.

### Literatuur

McDowell, M., R. Thom, I. Pastine, R. Frank and B. Bernanke (2012), Principles of Economics , 3rd European Edition, McGraw Hill.  
In addition, students are required to read a number of excerpts from historical economics sources and contemporary articles.

### Vereiste voorkennis

None.

### Doelgroep

First year PPE students

### Overige informatie

Please note that participation in the seminars is mandatory.

## Epistemology

<b>Vakcode</b>	W_JSM_210 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. R. van Woudenberg
<b>Examinator</b>	prof. dr. R. van Woudenberg
<b>Docent(en)</b>	prof. dr. R. van Woudenberg
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

The goals of this course are

- To familiarize the students with a set of key epistemological notions
- To introduce the students to a number of epistemological theories, and to help them gauge the strengths and weaknesses of each
- To enable the students to understand and respond in a productive way to a number primary epistemological papers
- To instil in the students certain intellectual virtues

### Inhoud vak

This course is an introduction to epistemology or the theory of knowledge. Questions to be dealt with include: what is knowledge, and how does it relate to truth, as well as to justified and/or rational belief? Do we always need to have evidence if our aim is to be rational believers? Do we in fact have knowledge—and can we know that we have it? How can we distinguish reliable sources of belief from unreliable ones? Can we show that our 'basic' faculties such as perception, memory, reason are reliable? What 'sources' of knowledge exist (if any) in addition to perception, memory, and reason—and how does science relate to these 'sources'? How does evidence team up with degrees of

conviction? Our beliefs are infected in numerous ways by factors that seems unrelated to truth—how should we think about this phenomenon? How do we know (if we know) about moral values and obligations? What intellectual virtues should we strive to attain, and what vices strive to shed—and how can we do this?

### Onderwijsvorm

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### Toetsvorm

Evaluations rests on three short writing assignments of some 400 words; a written examination and a final paper. The examination and the final paper each make up 50% of the final grade.

### Literatuur

Lemos, N. (2007), An Introduction to the Theory of Knowledge, Cambridge UP  
Sosa, E. and J. Kim (eds.) (2000), Epistemology. An Anthology, Blackwell

### Vereiste voorkennis

Mandatory courses Track 1 Philosophy

### Aanbevolen voorkennis

Mandatory courses PPE specialization Track 1: Philosophy

### Doelgroep

Second year PPE students

### Overige informatie

Please note that participation in the seminars is mandatory.

## Ethics (PPE)

<b>Vakcode</b>	W_JSM_101 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. M.V.B.P.M. van Hees
<b>Examinator</b>	prof. dr. M.V.B.P.M. van Hees
<b>Docent(en)</b>	prof. dr. M.V.B.P.M. van Hees
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	100

### Doel vak

The student obtains:

- Knowledge of theories of the good life and the ability to assess the pros and cons of hedonist, desire-based and objective-list theories of well-being;
- Knowledge of central approaches in contemporary normative ethics: consequentialism, (Hobbesian and Kantian) contract theory, Kantian ethics, virtue ethics, ethics of care;
- The ability to apply approaches in normative ethics to contemporary social and political issues;

- Basic knowledge of central positions in meta-ethics, including naturalism, relativism, realism and non-cognitivism.

### Inhoud vak

This course offers an introduction to and overview of the most important theories and approaches in contemporary ethics. The course consists of three parts. The first part gives an introduction to value theory through a discussion of different accounts of 'the good life'. The second part discusses the main approaches in normative ethics: consequentialism (including utilitarianism), contract theory, deontology, and virtue ethics and the ethics of care. The various positions are applied to and discussed in a variety of political and economic issues, including corporate social responsibility, tax policies, health care allocation, technological change, and poverty. The final part of the course turns to meta-ethics and presents and discusses different views on the status of normative statements.

### Onderwijsvorm

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### Toetsvorm

Three written tests (the first two counting for 20% each, the last for 40%) and a presentation. The presentation needs to be graded as 'sufficient' but does not count towards the final grade.

### Literatuur

- \* Russ Shafer-Landau, The Fundamentals of Ethics, 3rd edition, Oxford UP, 2013
- \* Syllabus including texts from among other Aristotle, Hobbes, Kant, Williams, Murdoch, Rawls.

### Vereiste voorkennis

None

### Doelgroep

First year PPE students

## Ethics II: Autonomy, Freedom and Responsibility

<b>Vakcode</b>	W_JSM_209 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.J.W. Wieland
<b>Examinator</b>	dr. J.J.W. Wieland
<b>Docent(en)</b>	dr. J.J.W. Wieland, dr. P. Robichaud
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

- To acquire further knowledge of and insight into normative ethics (Kant's formulas, variants of consequentialism).
- To acquire the ability to evaluate solutions to the collective action

problem (expected utility, complicity, universalizability).

- To acquire knowledge of and insight into contemporary debates about moral responsibility and freedom of will.
- To acquire the ability to explain how and when theories of moral responsibility result in problematic responsibility gaps.
- To acquire the ability to use ethical theories to offer an analysis of specific cases (ethical consumption, climate change).

### **Inhoud vak**

Is it wrong to consume animals, to buy products made in exploitation, or to fail to curb our carbon emissions? And even if these actions are wrong, can we be held responsible for them, and if so, under what conditions? Ethics should inform us about (1) when actions are right and wrong, and (2) when agents are morally responsible for them. This course is organized in two corresponding parts.

In part 1, we examine some main theories you've seen in Ethics I in greater detail, namely Kant's formulas and variants of consequentialism. We subsequently address the collective action problem: given that many of our actions don't make any difference (such as voting, consuming, and donating), how can we still say they are right or wrong? In response to this, we'll consider several solutions currently proposed in the literature (in terms of expected utility and complicity), and also evaluate whether Kant's formulas and variants of consequentialism may help out.

In part 2, we examine the question of whether and under what conditions agents can be morally responsible for their right or wrong actions. First we examine views of individual moral responsibility that require a robust freedom of the will. We then turn to views that require either that the agent acted autonomously in some sense, or that the action stemmed from the exercise of her rational capacities. Finally we examine the issue of responsibility "gaps" that can arise when certain collective harms (such as climate change) arise even though it is difficult to see how individuals are responsible for them.

### **Onderwijsvorm**

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### **Toetsvorm**

Presentation during seminars (pass/fail)  
Midterm exam over normative ethics (25%)  
Final exam over moral responsibility (25%)  
Final paper (50%)

### **Literatuur**

Kane, R. 2005. A Contemporary Introduction to Free Will. OUP.  
Selection of articles and book chapters.

### **Vereiste voorkennis**

Courses of Track 1 Philosophy

### **Doelgroep**

Second year PPE students

## **Foundations of Microeconomics (PPE)**

<b>Vakcode</b>	W_JSM_108 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. R.I. Luttens
<b>Examinator</b>	dr. R.I. Luttens
<b>Docent(en)</b>	dr. R.I. Luttens
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	100

### Doel vak

This course offers the main theoretical concepts in consumer choice, theory of the firm and partial equilibrium analysis. Specific learning outcomes upon completion of this curricular item are

- Being able to grasp the relevance for and applicability of economics to pressing societal issues in modern societies
- Being familiar with the main, unifying microeconomics principles, and know how to analyse microeconomic problems using graphical and mathematical tools
- Acquiring basic knowledge in the decisions to be taken by individual consumers and producers to maximize utility and profit, respectively
- Gaining insight into the determination of the equilibrium quantity and equilibrium price in different market structures
- Learning how to make a welfare analysis of the advantages and disadvantages of the various economic policies
- Learning about the tools that governments might use for addressing market failures

### Inhoud vak

This course offers the main theoretical concepts and policy applications in microeconomics. Applying economic tools of analysis help students gain an understanding of how economic decisions are being made at the micro level (firms, households, government). Microeconomics also offers a normative perspective that helps evaluating observed ("equilibrium") outcomes and the consequences of policy choices. In particular, we cover topics in individual consumer choice, aggregate demand, choice under uncertainty, evolutionary game theory, behavioural economics, theory of the firm, market structures (perfect competition, monopoly, duopoly, oligopoly, monopolistic competition) and market failures. The role of policy will be discussed throughout.

### Onderwijsvorm

Lectures and seminars (maths labs and active learning groups)

### Toetsvorm

Written midterm and final exam.

### Literatuur

Robert Frank & Edward Cartwright (2016), *Microeconomics and Behaviour*, 2nd edition, McGraw Hill Education.

### Vereiste voorkennis

None.

**Doelgroep**

First year PPE students

**Overige informatie**

Please note that participation in the seminars is mandatory.

## Global Political Economy

<b>Vakcode</b>	W_JSM_214 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

**Doel vak**

- Acquiring knowledge of and insight into the contemporary global political economy, in particular how the contradictory process of globalization reshapes the relationship between states and markets
- Introduction to and an understanding of rival concepts and theories within International Political Economy and their application to issues in contemporary global political economy

**Inhoud vak**

This course offers students an introduction to the subject of International Political Economy (IPE). Throughout, the course will be guided by the question of to what extent, and how, the current process of globalization is changing the relationship between states and markets, between public regulation and the private economy, between state and capital. Traditionally IPE studies the relationship between 'the economic' and 'political' within the interaction (patterns of co-operation and conflict) between nation states. If anything, the global financial and economic crisis of 2008 and beyond has made clear that this state-centric perspective is no longer adequate. At the same time the crisis has also shown that states, although apparently vulnerable in the face of global market forces, are also crucial when it comes to protecting the workings of global capitalism. This shows that indeed the relationship between states and markets is not a one-way street. In other words, politics and policies are shaped by the interests and activities of transnational (market) actors and by economic globalization but the latter is also driven by politics, and shaped (indeed enabled) by the policy choices that states make. It is from this perspective that this course will examine the various approaches within international political economy: the historical evolution of the global political economy; the globalization of production and the role of transnational corporations; the international monetary system and the globalization of finance; the global financial crisis and the eurozone crisis; the political economy of development; the rise of China and other emerging powers, and the political economy of energy and the environment.

**Onderwijsvorm**

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.



**Toetsvorm**

Essay (40%), written exam (60%)

**Literatuur**

Balaam, D.N. and B. Dillman (eds.), (2014), Introduction to International Political Economy, latest edition, Pearson Education.

**Vereiste voorkennis**

Mandatory courses PPE specialization Track 3: Political Science

**Aanbevolen voorkennis**

Mandatory courses PPE specialization Track 3: Political Science

**Doelgroep**

Second year PPE students

**Overige informatie**

Course lecturer will be Dr. J.J.S. Merk (no VU-net ID yet).

**History of Philosophy (PPE)**

<b>Vakcode</b>	W_JSM_106 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. O.L. Lizzini
<b>Examinator</b>	dr. O.L. Lizzini
<b>Docent(en)</b>	dr. O.L. Lizzini
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

**Doel vak**

After completing the course, students will have gained an introductory but nonetheless essential knowledge of the main ideas at play in the history of philosophy and, in particular, a general understanding of the potent relationship between metaphysical and political philosophy. In particular, students will have gained a knowledge of:

- Key figures and theories in the history of western philosophy
- The historical context in which theories and approaches were developed
- The relationship between metaphysics and political philosophy

**Inhoud vak**

The course offers an overview of the history of philosophy. The focus is on key philosophers from the ancient and medieval tradition (e.g. Plato, Aristotle, Augustine, Aquinas, Dante, Averroes), to early-modern and modern philosophy (e.g. Descartes, Spinoza, Hume, Hobbes, Kant, Hegel) and with particular emphasis on the relationship between metaphysics and politics.

The first part of the course presents Plato's and Aristotle's main ideas. We discuss Plato's Republic, in which society is organized according to the idea of Justice and the Good – and contrast it with later views (notably Mandeville) according to which private vices are

conducive to public benefits. With Aristotle, we shall see why some of his ideas are still essential to understanding contemporary political theories.

Next we discuss the medieval and early modern tradition. We shall see that a prominent role in the history of Western political philosophy should be assigned to the idea of 'Empire', built on the basis of the concept of a 'universal' humanity. We discuss Thomas Aquinas, Dante's *De monarchia*, and, one of Dante's theoretical sources, Averroes. In modern political theory the turning point is Machiavelli's *The Prince*.

Political power is now conceived as free from any need of a transcendent foundation: politics is considered within the contingent limitations of human life.

Next we move to the modern era and discuss Descartes' epistemological revolution and Spinoza and Hume and show how anthropology plays a role in political theory. We will observe original liberal theories coming from clashing starting points, metaphysical and anti-metaphysical: Hugo de Groot's natural law (*ius naturale*) and Hume's scepticism.

The last part of the course will take into consideration Kant and the question whether his theory of autonomy overturns the idea of a political order based on metaphysical assumptions. In Hegel, the subject is the "author" of history. The course ends with a discussion of the importance of the work of Nietzsche and Arendt.

### Onderwijsvorm

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### Toetsvorm

Two written test (1 x 30%, 1 x 70%)  
Presentation (formative)

### Literatuur

Kenny, A. (1998), *A Brief History of Western Philosophy*, Blackwell  
Selection of primary texts

### Vereiste voorkennis

None.

### Doelgroep

First year PPE students

## History of Philosophy II: Plato's Republic

<b>Vakcode</b>	W_JSM_211 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. M. Martijn
<b>Examinator</b>	prof. dr. M. Martijn
<b>Docent(en)</b>	prof. dr. M. Martijn
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

The aim of this course is to obtain critical knowledge of this classic text in the field of practical philosophy: Plato's Republic. The text will be studied in detail at a textual level, but will also be placed in a larger context of both Plato's philosophy in general, and the reception of Plato's ethics and political philosophy.

After completing this course, students

- will be able to explain key concepts of Plato's ethical and political theories
- will possess knowledge of those theories in their philosophical and historical context, as well as of their reception in later centuries
- will be able to analyse a philosophical dialogue at several levels

### Inhoud vak

Plato's Republic is arguably one of the most influential works of philosophy of all times. It presents a well-knitted synthesis of Plato's ethics, politics, epistemology, metaphysics, and aesthetics, at a turning point in Plato's philosophical career. Ever since it was written almost 2,500 years ago, the dialogue has been the subject of immense praise and emulation, but also of harsh criticism and rejection.

### Onderwijsvorm

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### Toetsvorm

- a. Presentation of text passage in class (formative)
- b. Mid term: exam (summative, 50%)
- c. Final assessment: essay (summative, 50%)

### Literatuur

Plato, Republic (English translation)

Capita selecta from: G. R. F. Ferrari, The Cambridge Companion to Plato's Republic, CUP 2007

A reader containing passages from a variety of authors from Aristotle to Popper responding to Plato's Republic

### Vereiste voorkennis

Mandatory courses PPE specialization Track 1: Philosophy

### Aanbevolen voorkennis

Mandatory courses PPE specialization Track 1: Philosophy

### Doelgroep

Second year PPE students

### Overige informatie

Please note that participation in the seminars is mandatory.

## Institutional Economics

<b>Vakcode</b>	W_JSM_218 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. R.I. Luttens
<b>Examinator</b>	dr. R.I. Luttens
<b>Docent(en)</b>	dr. R.I. Luttens
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### **Doel vak**

At the end of the course the student is able:

- To understand what institutions are and how institutions impact the behaviour of economic actors.
- To understand the institutional aspects of microeconomics in general, i.e. how effective institutions can stimulate the functioning of markets and decrease market failures such as market power, imperfect information, externalities and public goods.
- To situate the New Institutional School within the broader context of the history of economic thought.
- To think conceptually, in terms of theory, analyzing questions from different perspectives and identifying links between seemingly different problems.

### **Inhoud vak**

All economic activity takes place within a framework of institutions that constrain individual behaviour and thereby affect resource allocation, income distribution and economic growth. This course introduces recent approaches in the field of 'New Institutional Economics'. The course exists out of three parts. We begin with studying methods and fundamental concepts (what are institutions, property rights, transaction costs, agency costs, information costs, power, etc.). Next, we analyze the development of the institutional environment, or 'rules of the game', that guide individual behaviour. These are both formal, explicit rules (like constitutions, laws and property rights) and informal, implicit rules (like social conventions and norms). We conclude the course by studying specific institutional arrangements with applications to individuals, markets, firms and the State (e.g., marriage, identity, religion, trust, long-term contracts, speculation, herd behaviour, corporate governance, public bureaucracies, contractual and predatory theories of the state, social welfare institutions).

### **Onderwijsvorm**

Lectures + tutorials (problem solving sessions + student presentations)

### **Toetsvorm**

- Theory exam (40%).
- Paper (40%).
- Student presentation of seminal paper (20%).

### **Literatuur**

A selection of chapters from textbooks, including:

- Samuel Bowles, "Microeconomics: Behavior, Institutions and Evolution"
- Wolfram Elsner et al., "The Microeconomics of Complex Economies: Evolutionary, Institutional, Neoclassical and Complexity perspectives"
- Furubotn E. and Richter R., "Institutions and Economic Theory"

A reader containing a selection of seminal papers, including (in topical order):

- Douglass C. North, "Institutions," *Journal of Economic Perspectives* 5, no. 1 (Winter 1991): 97-112.
- Oliver E. Williamson, "The New Institutional Economics: Taking Stock, Looking Ahead," *Journal of Economic Literature* 38, no. 3 (September 2000): 595-613.
- Hodgson, G. (1998), 'The Approach of Institutional Economics', *Journal of Economic Literature*, 36(1): 166-192.
- Ronald H. Coase, "The Problem of Social Cost," *Journal of Law and Economics* 3 (October 1960): 1-44.
- Harold Demsetz, "Toward a Theory of Property Rights," *American Economic Review* 57, no. 2 (May 1967): 347-59.
- Elinor Ostrom, "Collective Action and the Evolution of Social Norms," *Journal of Economic Perspectives* 14, no. 3. (Summer 2000): 137-58.
- Ronald H. Coase, "The Institutional Structure of Production," *American Economic Review* 82, no 4 (September 1992): 713-19.
- Armen A. Alchian and Harold Demsetz, "Production, Information Costs, and Economic Organization," *American Economic Review* 62 (December 1972): 777-95.
- Oliver E. Williamson, "Transaction Cost Economics: The Governance of Contractual Relations," *Journal of Law and Economics* 22 (October 1979): 233-61.
- Gary S. Becker, "A theory of social interactions". *Journal of Political Economy*. (November– December 1974): 1063–1093.

### Aanbevolen voorkennis

Mandatory courses PPE specialization Track 3: Economics

### Doelgroep

Second year PPE students

## International Relations and Global Governance

<b>Vakcode</b>	W_JSM_205 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. S.R. Grand
<b>Examinator</b>	dr. S.R. Grand
<b>Docent(en)</b>	dr. S.R. Grand
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	200

### Doel vak

- To have a deep(er) knowledge of the main International Relations theories and approaches
- To have knowledge of the relevant topics and issues in the field of International Relations
- To know how to apply the more abstract theories and approaches to contemporary issues and case studies of global politics to be able to work in a group on such a contemporary case study, collect relevant

additional literature and data, and to discuss and present the findings

- To individually write an essay on a topic related to the content of this course as well as to provide a constructive peer review of the essay of another student

### **Inhoud vak**

Building on Introduction to Political Science: State, Power and Conflict from year 1, this course offers a comprehensive overview of the discipline and subject of International Relations (IR) and its main concepts, issues and theories and approaches. The course is guided by the question of to what extent, and how, the current process of globalization is changing the nature and content of global politics, approaching this question from the various competing theoretical perspectives that IR has to offer. Traditionally, the object of study for IR has been the conflict between and co-operation of sovereign states. This model is, however, increasingly regarded as outdated inasmuch as more and more non-state actors such as multinationals, NGOs and transnational social movements appear to play a prominent role in world politics. In addition, we can also observe transnational forms of regulation through international organizations and the emerging structures of what is called 'global governance'. The question has been raised whether in the face of these processes of globalization and transnationalization, states have lost the sovereignty that used to be the basis of the international system. Yet, there are still many instances where state power is very visible. Recent geopolitical developments and events related to, for instance, the rise of China have also once more brought home the message that classical themes of interstate rivalry and international security have not lost their relevance in this new era. In this course the focus will be on seeking to understand these broader questions through various theoretical lenses, as well as to address contemporary issues within global politics such as terrorism, environmental security, international law and the UN. Alongside the lecture series, students will work in groups in the seminars on contemporary case studies of their choice, learning how to apply the more abstract theories and concepts. In addition, students will be writing a short peer-reviewed essay on a pertinent question related to global politics.

### **Onderwijsvorm**

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### **Toetsvorm**

Written exam (40%), paper (30%), presentation (30%)

### **Literatuur**

Baylis, J. S. Smith and P. Owens (eds.) (2013), *The Globalization of World Politics: An Introduction to International Relations*, 6th Revised Edition, Oxford UP

Selection of journal articles and/or book chapters

### **Vereiste voorkennis**

Mandatory courses of PPE specialization Track 3: Political Science

### **Aanbevolen voorkennis**

PPE course Political Science: State, Power and Conflict; mandatory courses PPE specialisation track 3: Political Science.

**Doelgroep**

Second year PPE students

**Overige informatie**

dr. Steven Grand will be the lecturer (but no VUnet-id yet)

## International Trade and Development Economics

<b>Vakcode</b>	W_JSM_219 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. P.F. Lanjouw
<b>Examinator</b>	prof. dr. P.F. Lanjouw
<b>Docent(en)</b>	prof. dr. P.F. Lanjouw
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

**Doel vak**

Students will

- have gained a thorough understanding of the main concepts and theories of international trade, economic growth and development
- be better able to apply theoretical models to real life cases, which will help them in developing independent and critical opinions on the contemporary debate on globalization and its effects
- have gained a solid understanding of the main approaches, findings and policy implications of applied economic research on trade and development

**Inhoud vak**

This course introduces students to modern approaches to the analysis of international trade and economic development. The course consists of two parts. In the first part, students will be exposed to classic as well as contemporary theories of international trade. Critical debates around globalization will be covered. For example, the course will enquire into the impact of 'fair trade' initiatives and the adequacy of international regulations governing multinational corporations. The second part of the course focuses on the meaning and realization of economic development, with explicit attention to the importance of environmental sustainability. The measurement of poverty and inequality is addressed at the local, national and global level. Drivers of development are studied, including processes such accumulation of human capital, intersectoral transfer, migration, international trade, and capital flows. The role of institutions and governance is examined, and policy implications are highlighted. Particular attention is paid to the gender dimensions of the above topics.

**Onderwijsvorm**

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

**Toetsvorm**

Two written exams, seminar assignments involving problem sets, and one or more class presentations.

## Literatuur

P.R. Krugman, Obstfeld, M. and Melitz, M.J. (2011), International Economics: Theory and Policy, 9th edition, Pearson Education International

M.P. Todaro and Smith, S.C. (2011), Economic Development , 11th edition, Addison-Wesley

## Vereiste voorkennis

Mandatory courses specialization Track 2: Economics

## Aanbevolen voorkennis

Mandatory courses specialization Track 2: Economics

## Doelgroep

Second year PPE students

## Overige informatie

Please note that participation in the seminars is mandatory.

## Macro-economics and Policy

<b>Vakcode</b>	W_JSM_206 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. B.A. Brugemann
<b>Examinator</b>	dr. B.A. Brugemann
<b>Docent(en)</b>	dr. B.A. Brugemann
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	200

## Doel vak

In this course we study problems in fiscal and monetary policy that have faced European policy makers in recent years. Specifically, we carefully examine empirical approaches and use models constructed using microeconomic theory. You will further develop your academic skills by analysing and developing arguments concerning these policy problems. To improve your research skills, you will first try to develop your own approach to study the problem, and critically reflect on what researchers have actually done. You will improve your quantitative skills by applying the techniques you have acquired in the Methods courses to analyse economic models, and by reading and interpreting the results of empirical studies. You will acquire more advanced knowledge of the field of macroeconomics, in particular regarding the challenges of empirically identifying the causal effects of policies, and the assumptions and policy implications of theoretical models that are constructed using microeconomic theory.

After this course:

- You comprehend current problems in fiscal and monetary policy, can distinguish fundamental and non-essential issues related to these problems, and are able to write effective short argument essays that address specific aspects of these problems.
- You can propose your own approach to study the effects of



macroeconomic policies, and are able to critically reflect on the quality of existing research.

- You can choose and implement the appropriate mathematical technique (including calculus and algebraic equation solving) to solve for the equilibrium of simple versions of Neoclassical and New Keynesian models, and to determine the direction of the effects of fiscal and monetary policy in these models.
- You can correctly interpret the economic meaning of regression results from recent empirical studies of fiscal and monetary policy.
- You can name and explain the main challenges in empirically identifying the causal effects of monetary and fiscal policy.
- You know the assumptions of Neoclassical and New Keynesian models of the macroeconomy, the direction of the effects of monetary and fiscal policy in these models, and can explain the economic intuition for these effects.
- For specific problems related to fiscal and monetary policy, you are able to find relevant empirical and theoretical research, evaluate the implications of this research, and combine it with the knowledge acquired in the course to develop a solution to the problem. You are able to compose an argument supporting your solution in the form of a policy brief.

### **Inhoud vak**

In recent years, policy makers in Europe have been confronted with important decisions concerning fiscal and monetary policy. Should governments implement austerity measures? If so, is it better to cut spending or raise taxes? Should the ECB use quantitative easing to promote the recovery? Would it be better for Greece to leave the Euro? In this course we will put ourselves in the shoes of policy consultants. We will think about ways to approach these policy questions, examine empirical and theoretical research by macroeconomists relevant for these questions, reflect on how convincing this research is, and develop research-based solutions in the form of policy briefs.

### **Onderwijsvorm**

Lectures and seminars (active learning groups)

### **Toetsvorm**

Two written tests (25% each)

Problem set (25%)

Team project (25%)

### **Literatuur**

There is no required textbook for this course. We provide extensive notes and videos and assign additional readings from newspapers and magazines, blogs, and academic journals.

### **Vereiste voorkennis**

None.

### **Aanbevolen voorkennis**

Mandatory courses PPE specialization Track 2: Economics

### **Doelgroep**

Second year PPE students.

### **Overige informatie**

Please note that participation in the seminars is mandatory.

## Methods of PPE I

<b>Vakcode</b>	W_JSM_102 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.R. van den Brink
<b>Examinator</b>	dr. J.R. van den Brink
<b>Docent(en)</b>	dr. J.R. van den Brink, prof. dr. L.B. Decock, dr. I.D. Lindner
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	100

### Doel vak

Upon completion of the course the student has acquired

(a) basic knowledge of

- core mathematical and computational techniques of optimization
- first order logic and modal logic
- concepts and approaches in decision theory (utility theory, game theory, social choice theory), and

(b) basic skills regarding

- logical syntax and semantics
- differentiation of functions of one or more variables
- finding extreme values of functions (one or more variables, with and without constraints)
- solving systems of linear equations
- modeling of individual preferences, interactive decision making, and voting procedures

### Inhoud vak

This course trains students in the formal thinking and reasoning used in PPE and applied to economic and political decision-making. The students become acquainted with basic concepts and techniques concerning formal reasoning (logic), optimization (mathematics), and decision making (decision theory). The first part of the course focuses, after a rehearsal of elementary concepts and tools from algebra and calculus, on how to solve mathematical optimization problems. Topics covered include the differentiation of functions (one or more variables), finding extreme values of functions (one or more variables, with and without constraints) and solving systems of linear equations. The second part of the course discusses, parallel to each other, logic and decision theory. Logic is the formal analysis of thinking and reasoning. The student becomes acquainted with the basic concepts of first order logic and modal logic, will learn how to formalize natural language into the language of first order propositional and predicate logic, and will judge the validity of logical arguments in propositional logic by means of truth tables. Decision theory concerns the outlines of models of individual preferences (utility theory) and collective decision making (game theory), as well as the aggregation of individual preferences (social choice theory). Particular attention is paid to how the other formal techniques covered in the course are used in decision theory.

**Onderwijsvorm**

Lectures and seminars (math labs and active learning groups).

**Toetsvorm**

Written exam and written assignment.

**Literatuur**

Sydsæter, K., P. Hammond and A. Strøm (2012), Essential Mathematics for Economic Analysis, 4th/5th Edition, Pearson Education, Chapters 6, 7, 8, 11,13, 14 (The VU Bookshop and Aureus sell a special edition including extended access code for MyMathLab)

Peterson, M. (2010), An Introduction to Decision Theory, Cambridge UP, Chapters 1-5, 11-13 (In case you have the second edition, we cover the same chapters 1-5, 11-13.)

Recommended reading:

Sydsæter, K., P. Hammond and A. Strøm (2012), Essential Mathematics for Economic Analysis, 4th Edition, Pearson Education, Chapters 1-4.

**Vereiste voorkennis**

None.

**Doelgroep**

First year PPE students

**Overige informatie**

Please note that participation in the seminars is mandatory.

**Methods of PPE II**

<b>Vakcode</b>	W_JSM_107 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. R. Heijungs
<b>Examinator</b>	dr. R. Heijungs
<b>Docent(en)</b>	dr. R. Heijungs
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

**Doel vak**

Knowledge of statistics is crucial for performing empirical research and for understanding the academic literature related to PPE. The objective of this course is to provide students with the essential knowledge of statistics and to introduce them to the basics of econometrics. The course also provides essential tools for carrying out practical research, as part of the next years in the curriculum.

Specific learning outcomes upon completion of this course are:

- Understanding of key concepts in probability theory and statistics
- Knowledge of basic statistical/econometric techniques
- Ability to interpret descriptive statistics and results of statistical/econometric analyses; understanding what conclusions can and cannot be drawn from such analyses

- Understanding the difference between correlation and causation
  - Ability to formulate a regression model and estimate its parameters to answer a quantitative research question
- Ability to perform simple analysis using statistical software

### Inhoud vak

This course familiarizes PPE-students with both the theory and practice of statistics. They will be trained in formulating a research question into a model specification and in translating empirical results into policy recommendations, skills that are valuable both in PPE-studies and thereafter. The course starts with discussing key concepts in probability theory and statistics, like distributions, expectation and variance. Building on that, the students learn about estimating parameters, confidence intervals, testing hypotheses and the interpretation of significance. The second part of the course provides an introduction to econometrics. The most frequently used econometric technique is studied: the linear regression model. It is shown how different types of variables can be included in these models, in particular dummy variables. Special attention is given to the interpretation of the model parameters, whereby we distinguish correlation from causation and discuss omitted variables and multicollinearity. The latter issues are important for drawing conclusions and making policy recommendations based on empirical analyses.

Throughout the course, the theory will be applied to real data using statistical software in a series of problem sets.

### Onderwijsvorm

Lectures and seminars (maths labs and active learning groups). Please note that participation in the seminars is mandatory.

### Toetsvorm

Written exam (70%) and software assignments (30%).

### Literatuur

David S. Moore, George P. McCabe (2014), Introduction to the Practice of Statistics, 8th Revised edition, W.H.Freeman & Co Ltd

### Vereiste voorkennis

None.

### Doelgroep

First year PPE students

## Methods of PPE III

<b>Vakcode</b>	W_JSM_221 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. J.R. van den Brink
<b>Examinator</b>	prof. dr. M.V.B.P.M. van Hees
<b>Docent(en)</b>	dr. J.R. van den Brink, prof. dr. M.V.B.P.M. van Hees
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege

<b>Niveau</b>	200
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### Doel vak

You acquire:

- Knowledge of main approaches in (cooperative and non-cooperative) game theory and their applications
- The ability to describe and analyse a decision situation gametheoretically;
- The ability to assess the relevance of the use of game theory for the analysis of economic and political decision making.

### Inhoud vak

Conflict as well as cooperation are key features of our social world. Both follow from the interdependency of human actions. Conflicts arise when one person's interests clash with the interests of another person, whereas cooperation often emerges because individuals can jointly realize goods or benefits which they cannot realize on their own. Game theory is the systematic study of such interdependencies and it thus is crucial for our understanding of human interaction. The course provides a rigorous training in the tools of game theory and brings out the relevance of those tools for a wide variety of PPE-topics - ranging from the analysis of international relations to proposals for tax reform, and from negotiations between trade unions and employer organizations to the formation of governments. Game theoretic topics that will be covered include: extensive form and normal form games; incomplete information; equilibrium concepts; evolutionary games; and bargaining.

### Onderwijsvorm

Lectures and seminars (math labs)

### Toetsvorm

Assignments (6 x 10%), essay (1 x 40%)

### Literatuur

Osborne, M.J. and A. Rubinstein (1994), A Course in Game Theory, Cambridge: MIT Press

### Aanbevolen voorkennis

PPE Methods I and PPE Methods II

### Doelgroep

Second year PPE students

### Overige informatie

Please note that participation in the seminars is mandatory.

## Micro-economics and Methods

<b>Vakcode</b>	W_JSM_203 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. M. Watanabe
<b>Examinator</b>	dr. M. Watanabe

<b>Docent(en)</b>	dr. M. Watanabe, S. Sovago
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	200

### Doel vak

This course provides a solid understanding of microeconomic theory and introduces modern econometric techniques that enable students to perform microeconomic policy evaluation.

Specific learning outcomes upon completion of this curricular item are

- acquiring basic knowledge on the impact of risk and uncertainty on individual decision making
- analyzing firm behavior in monopolistic and oligopolistic markets
- being able to evaluate public economic policy including competition law aimed at correcting market failures in imperfectly competitive markets
- understanding the impact of various forms of asymmetric information on economic transactions
- recognizing how the existence of externalities and public goods may distort the allocation of resources gaining insight into the incentives to and constraints on innovative activities as well their relation with imitation, spillovers, firm size and market structure
- being familiar with the assumptions underlying cost-benefit analysis and alternative approaches to making welfare comparisons across different economic policies; acquiring basic knowledge in the core ideas of auction theory and mechanism design more generally
- being able to apply core panel data econometric techniques in economic policy analysis

### Inhoud vak

The course concentrates on the interaction between microeconomic theory, real-world events and empirical data. In particular, we cover risk and expected utility theory, the economics of information, game theory applied to industrial organization, principal-agent models, moral hazard and adverse selection, externalities and public goods. The role of the government is discussed throughout. The course also starts explaining different econometric techniques adapted to the analysis of various real-world data sets. Students learn how to set up and interpret estimation results in the context of microeconomic policy evaluation. Applications include estimating the effect of public policy on house prices, expenditures on alcohol; the returns on schooling and the wage elasticity of labour demand.

### Onderwijsvorm

Lectures and seminars (math labs)

### Toetsvorm

Written midterm (50%) and final exam (50%)

### Literatuur

Snyder, C. and W. Nicholson (2012), *Microeconomic theory: Basic principles and extensions*, 11th international edition, Thomson South-Western/Cengage Learning.

### Doelgroep

Second year PPE students

## Overige informatie

Please note that participation in the seminars is mandatory.

## Philosophy of Science

<b>Vakcode</b>	W_JSM_201 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	J.A.M. van Ooijen MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	200

### Doel vak

The aim of this course is to provide an in-depth introduction to the philosophy of science, with a special focus on the philosophy of the social sciences. We will consider the role of scientific practice in a broader societal context, the responsibilities of scientists, and the implementation of scientific results in governmental policies. Students following this course will have acquired the following knowledge and skills

- A basic understanding of what science is and how it works, its limitations and explanatory potential
- An ability to weigh the relative risks and benefits of scientific research, and the epistemic and moral responsibilities of scientists, being able to apply this knowledge to recent controversies and debates
- A grasp of how scientific ideas are concretely implemented in governmental policies, and the ability to critically assess such implementations

### Inhoud vak

This course will start out with an overview of philosophical theories of scientific explanation and scientific change (e.g., Popper, Hempel, Kuhn, Lakatos), and then move on to more recent theories of scientific explanation (e.g., Glennan, Woodward, Cartwright). We will look at the moral and epistemic responsibility of scientists, with an in-depth examination of scientific misconduct. Students will examine case studies to assess the reception and concrete implementation of scientific ideas in a societal context.

### Onderwijsvorm

Lectures and seminars (active learning groups)

### Toetsvorm

Exam (60%) and assignments (4 x 10%)

### Literatuur

Reiss, J. (2013), *Philosophy of Economics. A Contemporary Introduction*, Routledge.

Selection of articles/book chapters

### Doelgroep

### Overige informatie

Lecturer TBD

## Political Institutions

<b>Vakcode</b>	W_JSM_202 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. P. Overeem
<b>Examinator</b>	dr. P. Overeem
<b>Docent(en)</b>	dr. P. Overeem
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

This course's main objective is to make students understand the role of institutions in shaping politics and policies.

After this course, students should be able to:

- Define and use the concept of political institutions and discuss it in relation to the relevant literature.
- Describe (patterns in) the large variety of political institutions across countries and other contexts.
- Explain how political institutions shape political behaviour, interaction, and discourse.
- Explain how political institutions develop and change, why they often remain unchanged, and how institutional change is possible.
- Explain the differences between various strands of neo-institutionalist theory in political science.
- Evaluate political institutions on the basis of selected arguments developed in normative political theory.
- Apply various concepts and theories in the analysis of concrete cases of politics and policy-making.
- Present their findings in writing and discuss them with other students.

### Inhoud vak

Did you know that about half of the world's states have unicameral parliaments? That besides the European Union, there is also an African Union, as well as many other interstate organizations? That there are no less than 10 million NGO's and that their total wealth equals the world's 5th GDP? You need not know all these facts to realize that political institutions matter: formal institutions (legislatures, federalism, budget rules) as well as informal institutions (norms, conventions, usages of language or 'discourse') – they all play a very important role in shaping our politics and policies. This course primarily aims to provide you with an understanding of that role. Hence, you will first acquire a basic understanding of the meaning of political institutions: what are they and why are they relevant? You will get to know the political 'landscape': how do institutions vary across different states, not only in Europe and North America, but also in other parts of the world? You will explore institutions at the



subnational (local and regional) and the supranational (UN, NATO, ASEAN) levels, as well as institutions outside of the strict realm of politics (independent watchdogs, NGO's, protest movements, media). Next, attention will be paid to processes of change and development of political institutions, to their dynamics and inertia, and to the ways in which they can be wilfully 'engineered'. Finally, the course will have a theoretical angle, too: you will study the dominant strands of neo-institutionalist theory in contemporary political science and learn to critically evaluate concrete institutions by means of selected arguments developed in normative political theory. Thus, this course trains you to analyse and assess concrete cases of politics and policy-making in various contexts. For once you have grasped 'why institutions matter', you will forever look at politics and policy in a more profound way.

### Onderwijsvorm

Lectures and seminars (active learning groups)

### Toetsvorm

Written exam (50%) and two written assignments (2x25%).

### Literatuur

- Lowndes, V. & M. Roberts (2013), *Why Institutions Matter: The New Institutionalism in Political Science*. Basingstoke, UK: Palgrave MacMillan. ISBN 9780333929551
- Selected (online) publications and databases (to be announced in due course)

### Doelgroep

Second year PPE students

### Overige informatie

Please note that participation in the seminars is mandatory.

## Political Philosophy

<b>Vakcode</b>	W_JSM_204 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. M.V.B.P.M. van Hees
<b>Examinator</b>	prof. dr. M.V.B.P.M. van Hees
<b>Docent(en)</b>	prof. dr. M.V.B.P.M. van Hees
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	200

### Doel vak

Main Goals of the Course are:

- Knowledge of theories and developments in political philosophy
- Ability to understand and critically analyze basic presuppositions of political ideologies
- Knowledge of political theoretical debates concerning the role and legitimacy of key institutions of modern societies
- Ability to apply different theories to topical issues

### **Inhoud vak**

This course offers a systematic and rigorous overview of different theories and developments in political philosophy. Approaches that will be discussed include egalitarianism, libertarianism, socialism, communitarianism, republicanism, feminism, multiculturalism, and the capability approach. The discussion will link the central ideas to the analysis of key institutional phenomena: free markets, (welfare) states, civil society, new social movements, democracy and the public sphere. Students will practice their debating skills in debates on topical issues.

### **Onderwijsvorm**

Lectures and seminars (active learning groups).

### **Toetsvorm**

4 papers (3x 20% and 1x 40% of total grade)

### **Literatuur**

Kymlicka, W. (2002), Contemporary Political Philosophy, 2nd edition, Oxford UP  
Selection of articles

### **Doelgroep**

Second year students PPE specialization Track 1: Philosophy

### **Overige informatie**

Please note that participation in the seminars is mandatory.

## **Political Philosophy II: Global Justice**

<b>Vakcode</b>	W_JSM_212 ()
<b>Periode</b>	Periode 5
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. D.B.R. Kroeze
<b>Examinator</b>	dr. D.B.R. Kroeze
<b>Docent(en)</b>	dr. D.B.R. Kroeze, prof. dr. S. Legene
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### **Doel vak**

The learning objective of this course are:

- The ability to place contemporary discussions about global justice in a historical context
- To acquire knowledge of different theories of global justice and of key concepts (poverty, Millennium Goals, global responsibility, cosmopolitanism)
- The ability to critically assess theories of global justice and to apply them to contemporary issues

### **Inhoud vak**

The search for justice has been a central theme in human history. The political and institutional implementation of the ideals of justice has

traditionally been assumed to be restricted to the confines of the nation-state. In the last few decades the question of how justice should be conceived of in a globalizing world has gained prominence. What duties, if any, do we have towards citizens in other parts of the world? What is the relation between human rights and global justice? Which transnational institutional arrangement can secure global justice? How should we deal with states that grossly violate the rights of their citizens? After a discussion of the historical developments that gave rise to these questions and the responses to them – from the antislavery movement to the UN's 2009 report on the Responsibility to Protect – the answers provided by among others Nussbaum, Held, Pogge, O'Neill, Sen, Rawls and Habermas, will be studied. The positions and theories are discussed in the context of various problems, including extreme poverty, inequality, failing states, and military conflicts. In doing so, particular attention will be given to the question of whether conceptions of global justice themselves are global ones or are context-dependent.

### Onderwijsvorm

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### Toetsvorm

Written exam (50%) and essay (50%).

### Literatuur

Pogge, T. and D. Moellendorf (2008), *Global Justice: Seminal Essays*, 2008, Paragon House  
 Selection of journal articles and/or book chapters

### Vereiste voorkennis

Mandatory courses PPE specialization Track 1: Philosophy

### Aanbevolen voorkennis

Mandatory courses PPE specialization Track 1: Philosophy

### Doelgroep

Second year PPE students

### Overige informatie

Please note that participation in the seminar groups is mandatory.

## Political Science: State, Power, Conflict (PPE)

<b>Vakcode</b>	W_JSM_104 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	prof. dr. B.J.J. Crum
<b>Examinator</b>	prof. dr. B.J.J. Crum
<b>Docent(en)</b>	prof. dr. B.J.J. Crum
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Zelf Studie, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	100

## Doel vak

At the end of the course, students should be able to:

- outline key issues from the three main sub-disciplines of political science;
- define key concepts of political science and use them in a consistent and rigorous way;
- recognize and use a selection of key theories in political science and the way they offer competing explanations for political events;
- analyse political issues in a well-informed and structured way;
- have a more developed understanding of modern-day democratic politics.

## Inhoud vak

Political science examines the ways in which conflicts between interests and values are settled in society. This course offers an introduction to political science, spanning its three main sub-disciplines: political theory, comparative politics and international relations. The course follows a thematic structure. It departs from key concepts in political science, like politics, democracy, the state and power. The program then moves to key institutions of (national) political systems, including constitutions, governments, elections, referendums and interest groups. The last part addresses issues in international relations, like war, international institutions, globalization and civilizational diversity. Throughout, the course introduces both analytical tools to study these phenomena as well as normative perspectives by which they can be evaluated. In parallel, students are introduced to a range of skills that are relevant for political science research, including questions of definition, explanatory analysis and normative assessment. In the early parts of the course these skills are developed by way of a series of mini-assignments, which are discussed in class and are provided with more targeted feedback in the active learning groups.

## Onderwijsvorm

Lectures and active learning groups

## Toetsvorm

Written exam (67%) and written assignments (33%)

## Literatuur

Craig Parsons (2017) Introduction to Political Science: How to Think For Yourself About Politics. Pearson.

Selection of book chapters + journal articles

## Vereiste voorkennis

None.

## Doelgroep

First year PPE students

## PPE in Practice I: Wellbeing, Politics and Markets

<b>Vakcode</b>	W_JSM_105 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen

<b>Coördinator</b>	dr. P. Overeem
<b>Examinator</b>	dr. P. Overeem
<b>Docent(en)</b>	dr. R.I. Luttens, dr. B.R. Ferguson, dr. P. Overeem
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

### Doel vak

After this course, students should have:

- An understanding of the theories and approaches at the intersection of philosophy, economics, and political science.
- The ability to assess the limitations of these theories and approaches.
- The ability to assess how these tools can be used for the analysis of policy issues and democratic decision-making.
- An understanding of public policy and its implementation, along with the ability to relate different policy positions to fundamental philosophical, economic, and/or political views.
- The ability to contribute to a joint research project and to report and present its findings.

### Inhoud vak

The goal of the course is to obtain a better understanding of policy issues at the intersections of the three PPE disciplines. Students learn to apply theoretical insights and scientific findings to topical and often controversial issues, such as gambling, animal experiments, drugs prevention, health care provision, poverty, global warming, and international trade. The course deals with the relationship between politics, economics, and philosophy (in particular ethics) in the context of discussions about the working of markets and their limits in the light of market failures as well as the role that governments and other actors (such as NGOs, companies, citizens) are or are not to play in promoting and preserving individual and social welfare. Thus, the possibilities, limitations, and justifications of public policy proposals in a wide variety of different domains will be assessed.

### Onderwijsvorm

Lectures, active learning groups and team projects.

### Toetsvorm

A presentation (pass/fail), plus two written assignments: policy brief (35%) and research paper (65%)

### Literatuur

- Tim Harford, *The Undercover Economist* (2011, London: Abacus)
- Jonathan Wolff, *Ethics and Public Policy* (2011, Routledge)
- Other selected readings, available online (to be announced later)

### Vereiste voorkennis

None

### Doelgroep

First year PPE students

### Overige informatie

Please note that participation in the seminar groups is mandatory.

## PPE in Practice II: From Theory to Practice

<b>Vakcode</b>	W_JSM_110 ()
<b>Periode</b>	Periode 6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. B.R. Ferguson
<b>Examinator</b>	dr. B.R. Ferguson
<b>Docent(en)</b>	dr. M. Mastrogiacomo, dr. B.R. Ferguson
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	100

### Doel vak

In this course you will acquire an understanding of

- economic discounting
- population ethics
- basic climate science
- pension schemes
- how these areas are related in existing public policy.

You will acquire the skills to

- use PPE tools to generate interdisciplinary answers to policy questions
- gather information in order to prepare a policy brief
- present your original research in verbal and written forms
- use peer input to modify and improve your arguments.

### Inhoud vak

This course assesses public policies related to climate change and pension schemes. It comprises three weeks of lectures, which connect the theoretical and insights and skills you have acquired in the first five periods of study to these practical, real-world problems. It is divided into three, one-week components:

1. Discounting for Pensions and Climate. In the first week we will cover the economic theory of discounting and some of the ethical puzzles that arise when we think about future generations. Students will also learn about how economic and ethical considerations can help us to determine optimal emissions levels to control climate change and how pension contributions, management and dispersals are calculated and controlled.
2. Population Policy and Theory. In week two we will first consider the existing political policies that structure debates on climate change and public pension schemes before covering the theory of population ethics and considering its impact on the development of new policies.
3. Policy Brief Development and Analysis. In the final week students continue their study of how ethical, political, and economic factors work in combination in existing public policy and they will and will begin work on their own policy briefs.

### Onderwijsvorm

Lectures and seminars (workshops).

### Toetsvorm

The final grade for the course will be based entirely on the marks for 3 projects. There are two short papers (500 words) due at the end of the first and second weeks, and one final policy brief (2000 words) due in final form at the end of the fourth week. Each short paper will be worth

20% of the final grade and the final policy brief will be worth 60% of the final grade.

### Literatuur

To be announced.

### Doelgroep

First year PPE students

### Overige informatie

Please note that participation in the seminars is mandatory.

## PPE in Practice III: Governance for Society

<b>Vakcode</b>	W_JSM_207 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. P. Overeem
<b>Examinator</b>	dr. P. Overeem
<b>Docent(en)</b>	dr. S. Poelhekke, dr. P. Overeem
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

After completing the course, students will have gained

An understanding of

- Key problems and arguments surrounding issues of global governance
- The way interdisciplinary approaches can help solve these problems
- The working relationship between academic theorists and practical policy makers

The skills to:

- Identify an argument's structure, and to criticize and strengthen its weak points
- Present their original research in verbal and written forms
- Use peer input to modify and improve their arguments

### Inhoud vak

The third PPE in Practice course is a problems-based course that encourages students to draw interdisciplinary connections between the individual PPE disciplines. PiP III will address emerging 21st century problems related to the relationship between citizens, state leaders, and the rest of the world. The course will be coordinated by VU faculty who will work together with guest practitioners and guest academics to consider issues surrounding global aid:

- Does aid work? When, why, and how? How do we measure its impact?
- What are our moral and political obligations surrounding aid? Is there a real difference between humanitarian and development aid?
- What economic incentives does aid create? What political considerations underpin its provision?

Similar to the other PiP courses, PiP III will combine lectures and seminars over a period of three weeks. The lectures will provide students with a strong background in the moral, political and economic

theories necessary to identify and understand the key issues pertinent to each question. Because PiP III is a problem-based course, seminars are structured around small group discussions. Lecturers will provide question prompts for the seminars and students will be encouraged to bring their own questions and solution proposals to the seminars. The emphasis of the problem-based seminars is on argument formation. Students will learn to produce strong arguments for policy positions, and to identify flaws in weak arguments. The seminars are also intended to give students an environment in which they can develop ideas for the course essay.

#### Onderwijsvorm

Lectures and seminars (active learning groups)

#### Toetsvorm

The final grade for the course will be based on the marks for 3 projects. There are two short papers (500 words) due at the end of the first and second weeks, and one final policy brief (2000 words) due in final form at the end of the fourth week. Each short paper will be worth 20% of the final grade and the final policy brief will be worth 60% of the final grade.

#### Literatuur

Selected readings

#### Vereiste voorkennis

None

#### Aanbevolen voorkennis

PPE in Practice I & PPE in Practice II

#### Doelgroep

Second year PPE students

#### Overige informatie

Lecturer TBD.

## PPE in Practice IV: Connected World

<b>Vakcode</b>	W_JSM_208 ()
<b>Periode</b>	Periode 6
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. B.R. Ferguson
<b>Examinator</b>	dr. B.R. Ferguson
<b>Docent(en)</b>	prof. dr. J. Kleinnijenhuis, prof. dr. P.T.J.M. Vossen, dr. B.R. Ferguson
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

#### Doel vak

After completing the course, students will have gained an understanding of

- Key problems and arguments surrounding issues in our connected society



- The way interdisciplinary approaches can help solve these problems
- The working relationship between academic theorists and practical policy makers

The skills to:

- Identify an argument's structure, and to criticize and strengthen its weak points
- Present their original research in verbal and written forms
- Use peer input to modify and improve their arguments.

### **Inhoud vak**

The fourth PPE in Practice course is a problems and application-based course that encourages students to draw interdisciplinary connections between the individual PPE disciplines. PiP IV will address emerging 21st century problems related to the relationships between "big data", privacy, information technology, and their impact on social norms and practices. The course will be coordinated by VU faculty who will work together with guest practitioners and guest academics to consider emerging issues for a globalising and connected world such as:

- What is the impact of new 'sharing economies' on existing markets?
- How should values related to individual privacy be balanced against concerns for national security and intelligence?
- How will artificial intelligence alter employment and affect income distributions in the 21st century?

Similar to the other PiP courses, PiP IV will combine lectures and seminars over a period of three weeks. The lectures will provide students with a strong background in the moral, political and economic theories necessary to identify and understand the key issues pertinent to each question.

Because PiP IV is a problem and application-based course, seminars are structured around small group discussions as well as group projects. Lecturers will provide question prompts for the seminars and students will be encouraged to bring their own questions and solution proposals to the seminars. The emphasis of the problem-based seminars is on argument formation. Students will learn to produce strong arguments for policy positions, and to identify flaws in weak arguments. The seminars are also intended to give students an environment in which they can develop ideas for the final course project.

### **Onderwijsvorm**

Lectures and seminars (active learning groups).

### **Toetsvorm**

The final grade for the course will be based entirely on the marks for 3 projects. There are two short papers (500 words) due at the end of the first and second weeks, and one final policy brief (2000 words) due in final form at the end of the fourth week. Each short paper will be worth 20% of the final grade and the final policy brief will be worth 60% of the final grade.

### **Literatuur**

O'Neill, C. 2016. Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. New York: Penguin.  
 Stone B. 2017. The Upstarts: How Uber, Airbnb and the Killer Companies of the New Silicon Valley are Changing the World.

### **Aanbevolen voorkennis**

**Doelgroep**

Second year PPE students

**Public Economics**

<b>Vakcode</b>	W_JSM_220 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. S. Hochguertel
<b>Examinator</b>	dr. S. Hochguertel
<b>Docent(en)</b>	dr. S. Hochguertel
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

**Doel vak**

Public economics (public finance) is concerned with the role of the public sector (and in particular the government) in a market economy. Every one of us is confronted with government activity in daily life: financing studies through a student loan, paying taxes, receiving social benefits, or buying electricity or health insurance contracts on a liberalized or regulated market – public policy has to do with every facet of societal life. Policy areas in which the government is involved are often highly complex, affect many different people often differentially, and have to trade off many diverging interests.

Upon completion of the course, the student will:

- know what the empirical importance and theoretical role is of the public sector in the economy
- know the theoretical underpinnings for allocative market failures associated with externalities and public goods
- be able to assess the meaning and importance of asymmetric information in pension and insurance markets and the role of policy
- be familiar with concepts and measurements of inequality in incomes and wealth
- be familiar with theoretical microeconomic analyses of taxation and their implications for the measurement of welfare
- understand why there is a main trade-off between efficiency and equity in policy making and grasp the concept of the second-best
- apprehend the role of behavioral biases in economic decision making and the government's role as choice architect
- have been introduced to aspects of fiscal federalism and fiscal policy coordination in an international context

**Inhoud vak**

This course covers an array of topics central to economic policy making, and will discuss underlying economic theory, but also embed it in the context of empirical research on policy evaluation that has given new impetus to public economic thinking. Classic topics include those relating to allocative government activity in the presence of externalities (education, environmental policy) and public goods (judicial system or national defence), as well as those related to social insurance and the welfare state where distributional goals are

being pursued as well. The course discusses the welfare implications of taxation of incomes, consumption, or wealth, implied by adverse incentive effects on economic behavior. The central trade-off in public finance is that between the dual goals of efficiency and equity, and the course shows that government policy is at most second-best. The course will also reflect on the behavioral public finance aspects that point to limitations and challenges to economic policy making when citizens are boundedly rational and may not react as desired to public interventions. Problems triggered by asymmetric information constitute another central aspect of modern public finance, and will receive due attention. In addition, the course will discuss issues of policy coordination between layers of government, including aspects of international taxation and provision of local and interjurisdictional public goods.

### Onderwijsvorm

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### Toetsvorm

70 % written exam - individual assessment, 30% tutorial assignments and problem sets - group assessment, stipulations apply (see course manual).

### Literatuur

Rosen, H.S., and T. Gayer (2014), Public Finance, 10th Edition, McGraw Hill

Supplementary material from

Hindriks, J. and G. D. Myles (2013), Intermediate Public Economics, 2nd edition, MIT Press.

### Vereiste voorkennis

Mandatory courses PPE specialization Track 2: Economics

### Aanbevolen voorkennis

Mandatory courses PPE specialization Track 2: Economics

### Doelgroep

Second year PPE students

## The European Union: Institutions, Politics and Policy

<b>Vakcode</b>	W_JSM_216 ()
<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	H.L.M. Muehlenhoff
<b>Examinator</b>	H.L.M. Muehlenhoff
<b>Docent(en)</b>	H.L.M. Muehlenhoff, H. Mercenier
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### Doel vak

- Gain a basic knowledge of the history of European integration, of the institutional structure of the European Union, and of the key issues in

the most important policy fields

- Introduction to the key approaches to European integration and their application to an understanding of the history and contemporary themes of European Union politics and governance
- Gain insight into how the European Union affects domestic politics, whilst at the same time being situated in a global context

### **Inhoud vak**

Clearly, the European Union has an ever-growing influence on political decision-making and policy-making in Europe and its nation states. Hence, a good understanding of the operations of the European Union as well as of the dynamics through which it develops is essential to appreciate the way it affects contemporary politics and policy. Specifically, this course introduces students to the way the EU operates, its institutional architecture, its history, and its modes of decision-making. The course highlights how EU decision-making affects domestic politics, whilst it is at the same time situated in a broader, international context. Besides attention to the main characteristics of EU decision-making, the course familiarizes students with key theories of European integration (more intergovernmental versus more supranational approaches) and with the interaction between different levels of governance (Multilevel Governance, Europeanization). These insights are applied in a number of selected policy domains that touch both upon the EU's internal politics (e.g. competition, agriculture, environmental policy) as well as upon its engagement in the global realm (e.g. military interventions).

### **Onderwijsvorm**

Lectures and seminars (active learning groups). Please note that participation in the seminars is mandatory.

### **Toetsvorm**

Midterm test in week 4 (30%)  
Written exam in last week (30%)  
Paper (40%)

### **Literatuur**

Cini, M. and N. Pérez-Solórzano Borragán (eds.) (2013), European Union Politics, 4rd edition, Oxford UP  
Selection of journal articles and/or book chapters

### **Vereiste voorkennis**

Mandatory courses PPE specialization Track 3: Political Science

### **Aanbevolen voorkennis**

Mandatory courses PPE specialization Track 3: Political Science

### **Doelgroep**

Second year PPE students

### **Overige informatie**

Please note that participation in the seminars is mandatory.  
Vak zal gegeven worden door mevr. dr. Hanna Muehlenhoff maar zij heeft nog geen vernet-id.

## Welfare State Reform Politics

<b>Vakcode</b>	W_JSM_215 ()
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<b>Periode</b>	Periode 4
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Faculteit der Geesteswetenschappen
<b>Coördinator</b>	dr. D.B.D. Bannink
<b>Examinator</b>	dr. D.B.D. Bannink
<b>Docent(en)</b>	dr. D.B.D. Bannink
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	200

### **Doel vak**

- Acquiring knowledge of and insight into why welfare states developed the way they did
- Learning to assess the various issues and drivers behind welfare state reform
- Understanding the opportunities and constraints of reform

### **Inhoud vak**

Welfare state reform occurs in all advanced capitalist democracies, but the mechanism of the reform, its degree and its consequences differ. This course discusses the dynamics of welfare state reform through a series of 'big' questions. Why did we need a welfare state in the first place? How did we achieve it? Why did we get different worlds of welfare and do we still have them? What does the welfare state actually do? Why do we need to reform the welfare state? Why is reform so difficult, but why does it nevertheless happen? Can and will the welfare state survive the Great Recession?

### **Onderwijsvorm**

Lectures and seminars (active learning groups).

### **Toetsvorm**

Written exam (40%) and paper (60%).

### **Literatuur**

Van Kersbergen, K. and B. Vis (2014), Comparative Welfare State Politics: Development, Opportunities, and Reform, Cambridge UP  
 Selection of journal articles and/or book chapters

### **Vereiste voorkennis**

None

### **Aanbevolen voorkennis**

Mandatory courses PPE specialization track 3: Political Science

### **Doelgroep**

Second year PPE students

### **Overige informatie**

Please note that participation in the seminar groups is mandatory.