

Block 1

Core Courses:

POS2001: Positive Psychology

Full course description

Positive psychology was introduced by Martin Seligman around 2000 and can be viewed as a supplementary approach to clinical psychology. The positive psychological movement formulated three aims: (1) to focus on well-being and happiness instead of abnormal behaviour and psychopathology, (2) to be concerned with building positive qualities and strengths instead of repairing damage and (3) to prevent future problems instead of correcting past and present problems.

The course, POS2001 Positive Psychology, will start with a general introduction to the field of positive psychology. The main concepts will be introduced and clarified, and an overview of the results of happiness studies will be presented. In subsequent meetings, various more specific topics will be discussed by means of lectures and group discussions. There will be ample room to gain hands on experience with positive psychological techniques ranging from simple journaling exercises to mindfulness meditation. A scientific evidence-based approach will be leading. We will provide participants with the tools to be able to evaluate and design research in the area of positive psychology, but also with the skills to apply some important intervention techniques.

The instructional approach will include lectures, interactive meetings, group discussions, practical workshops and student presentations. Final assessment will be by means of an individual paper on a topic of choice within the field of positive psychology. The course will include a field trip.

This course consists of 32 class hours divided over 7-8 weeks. Students earn 6 ECTS credits when they obtain a passing grade. Students who need more credits can sign up for the extended course format, which includes an Independent Study Project (ISP) worth an additional 3 ECTS. The maximum number of credits that can be obtained is 9 ECTS.

This class is a Core Course for students in the Psychology & Neuroscience in Europe programme.

Course objectives

This programme is intended to familiarise students with the concepts and ideas of positive psychology; provide in depth knowledge on selected topics within the field; be able to judge and design a positive psychological research project; and to give students hands on experience with some important positive psychology intervention techniques.

Prerequisites

Some background in Psychology.

Knowledge on designing a research study is helpful but not mandatory.

A minimum of 8 students is required for the class to take place.

Recommended reading

Students are strongly encouraged to search for their own literature at the university library where they have a large number of relevant articles and books at their disposal. If you are interested in buying a textbook, we recommend one of the following (please note that it is not mandatory to buy one of these books. The books below are suggested readings):

Positive Psychology: Theory, Research And Applications by Kate Hefferon & Ilona Boniwell (2011) ISBN-10: 0335241956 | ISBN-13: 978-0335241958

Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society by Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura (2011) ISBN-10: 0415877822 | ISBN-13: 978-0415877824

Positive Psychology in Practice by P. Alex Linley, Stephen Joseph (2004) ISBN-10: 0471459062 | ISBN-13: 978-0471459064

<https://www.maastrichtuniversity.nl/meta/329383/positive-psychology?print=1>

LIT2005: Going Dutch: Literary Reflections of the Low Countries in the 19th and 20th Century

Full course description

With its great treasure of visual arts and architecture, it is often overlooked that the Netherlands and Belgium also have a rich heritage and thriving presence in literary fields of expression. All of this is directly linked to the history of Western civilisation and European culture.

The class "Going Dutch: Literary reflections of the Low Countries in the 19th and 20th Century" invites students to explore the history of the Netherlands and Belgium guided by literary texts reaching back to the 17th century and moving to the 20th century (using English translations). From the fight for independence against Spanish oppression into the Golden Age of Dutch and Flemish culture when the Netherlands became a European superpower, through the changes coming into being through industrialisation in the 19th century, on into the 20th century with Modernism, Fascism, the German occupation in World War II and the ensuing times of the Cold War.

The selected texts for this class, written by leading Dutch and Flemish authors and recognised as being part of World Literature, provide an authentic view of the history and culture of the 'low countries' within the European context. In the art of writing, the unique characteristics of the Netherlands and Belgium and their inhabitants are reflected within the process of Western civilization, often with an ingenious combination of realistic depiction with fantastic, even grotesque elements.

Starting with Vondel and his dramatised discussion of cultural and religious struggles in the 17th century, followed by a portrait of Holland in the 19th century, the literary journey will reach the realms of decadence at the turn of the century. The turbulent events of the 20th century and the effect they had on the 'low countries' will then be explored from Dutch and Flemish perspectives, including comic book-art, a movie viewing, the depiction of the Maastricht region in fiction and vice versa views from the United States with Williams Carlos Williams and Joseph Heller. Artistic concepts and writing styles from Symbolism to Post-modernism will be central elements of the class discussion, together with the continuing presence of the Dutch and Flemish past.

The class comes with a day-long academic field trip to the UNESCO World Heritage city of Bruges in Belgium, exploring and tasting one of the European capitals of Decadence.

This course consists of 32 class hours divided over 7-8 weeks. Students earn 6 ECTS credits when they obtain a passing grade. Students who need more credits can sign up for the extended course format, which includes an Independent Study Project (ISP) worth an additional 3 ECTS. The maximum number of credits that can be obtained is 9 ECTS.

This class is a Core Course for students in the European History, Culture & Arts programme.

Course objectives

The aim of this course is to provide a genuine European experience, in literature and on site, using Maastricht and the Netherlands as the starting point. Students will receive a thorough

introduction to Dutch and Flemish culture within the context of Western civilisation. A chosen collection of literary examples, including other media and an excursion, will provide the material to discuss artistic movements, political and social history as well as philosophical and cultural ideas. Students will learn about methods of literary criticism and gain experience in analysing fictional texts as well as learning more about the Netherlands and Belgium.

Prerequisites

None. A minimum of 7 students is required for the class to take place.

Recommended reading

- Joost van den Vondel, Lucifer (engl. translation)
- Multatuli, Walter Pieterse: A Story of Holland (engl. translation)
- Georges Rodenbach, Bruges-la-morte (engl. translation)
- Williams Carlos Williams, Pictures from Brueghel
- Hergé, The Adventures of Tintin (Vol. 1, engl. edition)
- Hugo Claus, Wonder (engl. translation)
- Cees Nooteboom, In the Dutch Mountains (engl. translation)
- Joseph Heller, Picture This
- Harry Mulisch, The Discovery of Heaven (engl. translation, or movie) The following movie will be shown: Winter in Wartime (Jan Terlouw).

CES students receive their books on loan from CES.

<https://www.maastrichtuniversity.nl/meta/327721/going-dutch-literary-reflections-low-countries-19th-and-20th-century?print=1>

Additional Courses:

PSY2022: Personality and Individual Differences + Practical: Personality Diagnostics

Full course description

Structure of the course:

The course is divided into four parts. In the first part of the course students will gain an overview of the most important theories, techniques and methods used by psychologists in the context of personality and intelligence research. What are common conceptualizations of personality and intelligence? Secondly, students will learn about antecedents or explanations of individual differences. Why are there differences between humans? How does evolution come into play? What role does heredity play? In the third part, students will focus on outcomes of personality in terms of life experiences. What is the role of personality and intelligence in the prediction of life events? How important is intelligence for your career? Do personality traits predict the duration of a marriage? In the fourth part, students will focus on applications of personality theory and findings in practice. How is knowledge on personality and intelligence applied in clinical and organisational settings? What kind of practical implications can be derived from personality research?

Practical relevance:

Today, personality and intelligence research forms an important fundamental basis for the daily practice of psychologists. If psychologists execute experts' assessments for court, they do this based on knowledge from personality and intelligence research. Psychologists select people for jobs based on personality and intelligence research. If psychologists treat mental disorders, they often first assess personality and intelligence of a patient. Knowledge on personality psychology and intelligence is therefore an important basis for every student who wants to work in fields such as clinical psychology, forensic psychology, educational psychology, or work and organisational psychology.

Course objectives

Students:

- can describe and compare the most important theories and empirical findings about personality, individual differences, and intelligence;
- can explain the relation between personality, intelligence, and life events (life outcomes);
- can explain antecedents (e.g. genetics, evolutionary explanations) that cause individual differences;
- can discuss practical applications of personality theory and research findings;
- can apply and evaluate measurement techniques for assessing individual differences and personality disorders.

<https://www.maastrichtuniversity.nl/meta/324659/personality-and-individual-differences?print=1>

PSY3339: Group Dynamics

Full course description

Groups are an essential aspect of everyday life. Individuals' actions, thoughts and emotions cannot be fully understood without taking the groups they belong to and that surround them into consideration. In that sense, any psychologist benefits from a deeper understanding of groups and their dynamics. Moreover, much of the world's work is done and most impactful decisions are made in and by groups, making it essential to understand how group processes shape performance and decision making. Finally, the quality of relations in and between groups can have a tremendous impact on people and society. Therefore, understanding these dynamics and how to improve them is essential.

In this course students will learn about various aspects of group dynamics. To achieve this, a recent edition of an excellent book supplemented with other learning material will be read. Additionally, lectures are provided to demonstrate and deepen the understanding of group phenomena. In tutorial meetings, students will facilitate exercises that promote a deeper processing of the read materials and improve group-analysis and group-management skills. Finally, students will work together on a paper analysing group behaviour in a realistic setting of choice as well as their own group's development throughout the course. This should improve students' ability to understand and manage groups and their dynamics.

Course objectives

The intended learning outcomes of this course are threefold:

- 1) Deeper knowledge and understanding of theories, studies and empirical findings pertinent to groups. Essential topics include inclusion, cohesion, power, leadership, group performance, decision making, team work, conflict, intergroup relations, and collective behavior.
- 2) Broader outlook on determinants of behavior. Students of this course should learn to consider more complex interpersonal and group-level processes as determinants of behaviors, thoughts and emotions in addition to regular individual level determinants.
- 3) Improved group analysis skills and the ability to use these in practice. Students practice analyzing groups and group behavior through the use of exercises in tutorials. They practice group management by facilitating exercises.

<https://www.maastrichtuniversity.nl/meta/327603/group-dynamics?print=1>

PSY3376: Forensic Psychology in a Nutshell

Full course description

This course will provide psychology (but also law) students interested in Forensic Psychology with an introduction to topics typical for this field. Examples of such topics are mental illness and violence, filicide, female psychopathy, sex offenders, autism spectrum disorder, and prison psychology. Each tutorial, research articles and case material descriptions related to a theme will be studied and discussed. The examination will consist of writing a paper about a topic related to the field of Forensic Psychology.

Course objectives

Knowledge of: Mental illness and relationship to violence (are people with a mental illnesses more prone to aggression); The role of postpartum psychosis, depression and substance abuse in filicide; Autism spectrum disorders and violence (focus on Asperger Syndrome, co-morbidity/differential diagnosis); Female psychopathy; Sex offender legislation and treatment; The effects of long and short term imprisonment on the mental health of offenders.

<https://www.maastrichtuniversity.nl/meta/326157/forensic-psychology-nutshell?print=1>

PSY3359: Child Neuropsychology

Full course description

This course focuses on brain-behaviour relationships from a developmental perspective. It aims at increasing one's understanding of how healthy children and adolescents (or brains) function and how brain disease, brain injury or developmental disorders, such as ADHD, autism and learning disabilities, express themselves and interfere with the demands of daily life. Relevant catchwords in this context are behaviour, higher cognitive functions (e.g., executive functions, memory, attention), affect, and the level of interactions a child has with his environment, since these elements determine how well individuals cope and participate in daily life situations. Normal and abnormal brain and cognitive development will be discussed in pre-schoolers, school-aged children and adolescents. During the course, students will gain insights into: (1) developmental changes in brain structure, brain functioning and cognitive functions; (2) The clinical phenomenology of the most important developmental disorders; (3) The underlying brain-behaviour relationships in these disorders; and (4) Diagnosis and treatment. Students will also gain experience in the selection, administration and interpretation of commonly used tests, measuring the above-mentioned domains of higher cognitive functions, affective functions, and behaviour.

Course objectives

Students are able:

- to explain (ab)normal development of the brain and cognitive functions such as memory, executive function and attention;
- to apply and plan different steps in diagnostics, neuropsychological assessment, and treatment;
- to distinguish different neurodevelopmental disorders (i.e., ADHD, behavioural disorders, learning disabilities, autism, brain injury) and to form hypotheses about these disorders based on case material.

<https://www.maastrichtuniversity.nl/meta/327723/child-neuropsychology?print=1>

PSY3362: Cognitive Enhancement

Full course description

Humans have always explored ways to enhance their mental capacities. For the largest part of human history, efforts primarily involved external devices that aid cognition such as written language, mathematics, and ultimately smartphones. Recently, however, the potential of cognitive enhancement by manipulation of the brain caught a lot of attention. With cognitive enhancers becoming increasingly available to the general public, this is a highly relevant topic for psychologists and neuroscientists alike. In this course, students will learn about various ways to enhance cognition covering a broad range of approaches. The focus will be on current hot topics such as brain stimulation, neuro-feedback, smart drugs, and meditation. Additionally, students will have the opportunity to critically discuss the scientific basis of other (potential) cognitive enhancers such as sleep, hypnosis, nutrition, physical exercise, and neuro-linguistic programming. Lastly, the possibility of cognitive enhancement poses ethical questions that will be discussed. At the end of this course, students will have basic knowledge of the potential, current limitations, and risks of cognitive enhancement.

Course objectives

Knowledge of: Application of neuroscience methods in cognitive enhancement, cortical excitability, entrainment, neurotransmitters, smart drugs, self-regulation, mindfulness, attention, memory, perception, ethics, theoretical aspects of cognitive enhancement.

<https://www.maastrichtuniversity.nl/meta/327071/cognitive-enhancement?print=1>

PSY3365: Introduction to Computational Neuroscience

Full course description

The human brain is regarded by many scientists as the most complex object in the known universe. It is not surprising therefore that studying the brain and its function is a challenging task. Any successful attempt at it requires neuroscientists to tackle it from several perspectives, each offering complementary insights. If we want to understand the brain and its structures we need to identify their function: what do these structures do and why? A second requirement for understanding neural structures is identification of potential mechanisms describing how a certain function can be brought about: what kind of information processing is carried out? Finally, we need to identify how such information processing can be implemented in a neural structure as opposed to, for example, a personal computer: what are the physical and biological constraints under which the brain implements function?

Computational neuroscience lies at the junction of these three points with a strong focus on the second. Specifically, it studies the information processing carried out by different structures of the nervous system by investigating biologically plausible models of brain function.

In this course students will receive an overview of the basic principles of connectionism and neural networks ranging from simple to complex models of neurons and their interconnections; learn how these models are used to study brain function for a wide range of topics including **vision, decision making, and higher cognition.**

Course objectives

Knowledge of: A range of typical models used in computational neuroscience; how these models advance our understanding of the brain; the relation of these models to empirical research; the advantages and limitations of individual models as well as of the field as a whole.

<https://www.maastrichtuniversity.nl/meta/329435/introduction-computational-neuroscience?print=1>

PSY3368: Sports & Exercise Psychology

Full course description

The many positive benefits of physical activity for physical and mental health are widely acknowledged. In this sport & exercise psychology elective, we will focus on the psychology behind athletic performance, as well as on physical (in)activity levels in the general population. Sport and exercise are often considered a largely physical endeavor (strength, speed, stamina, flexibility et cetera). However, it is widely acknowledged that sport performances and physical activity behaviour are also influenced by psychological factors. Therefore, in this course, we will attend to the biology of sport performances and physical exercise, but primarily on their behavioral determinants, motivations, pressure and stress, and ultimately we look at possible venues for behaviour change.

Course objectives

Knowledge of: Theories about behavior and behavior change, Determinants of sport and exercise behavior, Influences on task performance (e.g. mental techniques), Biological aspects of physical activity, Team performance and social support.

<https://www.maastrichtuniversity.nl/meta/325899/sport-exercise-psychology?print=1>

PSY3308: Evolutionary Social Psychology

Full course description

The aim of the course is to provide an overview of evolutionary theory and its applications within, predominantly, social psychology. Evolutionary psychologists view most human behaviours as the products of evolved psychological adaptations –or solutions– to recurring problems in the ancestral environment.

Evolutionary psychology offers many insightful explanations for social behavior, such as interpersonal attraction, prejudice, and healthy (and unhealthy) behaviors. Moreover, emotions are considered to have evolved in humans because they are functional and ultimately enhance your chances for survival and reproduction – for example, fear makes you avoid certain life-threatening situations, and jealousy makes you protect your relationship. In this course students will study recent developments within the field of evolutionary social psychology. They will investigate what causes the differences between the two sexes (sexual selection), how (pro-)social behaviour can be explained by evolutionary theory, and how we are to some extent still governed by ‘hard-wired’ motives, like a drive for social status and reputation.

Course objectives

Students:

- will have knowledge of the essentials of evolutionary psychological processes and the principles of sexual selection;
- will be able to apply evolutionary psychological reasoning to topics such as prejudice, health behaviour, aggression, or emotions.

<https://www.maastrichtuniversity.nl/meta/326169/evolutionary-social-psychology?print=1>

PSY3372: Manipulating Memories

Full course description

Classic memory theories suggest that sensory/motor or emotional experiences are consolidated into long-term memory into a 'permafrosted' form. That is, experiences that are encoded into long-term memory do not change. Recent neurobiological and cognitive research has resurrected an old alternative notion that all memories – independent of their age – remain vulnerable to change. Rather than permafrosted, stored memories can change from an inactive state to an active state during retrieval, in which new information can be added, old information be changed or existing representations be strengthened. These findings have important ramifications both for a fundamental understanding of how the brain memorizes experiences, as well as for practical applications in which memory manipulations are wanted, such as in skill learning, education and therapies to reduce the impact of traumatic memories. In this elective, we will discuss the cognitive (e.g., conditioning, skill learning, interference paradigms) and neurobiological (e.g., long-term potentiation and molecular neuroscience, brain anatomy, hippocampus) substrates of memories and how they can be changed, and discuss important research methods and behavioral paradigms to study memory manipulation. Further, we will discuss how these principles and methods can be applied in fields of education, cognitive enhancement and clinical therapy. This elective is meant for students who have an interest in fundamental as well as applied aspects of memory research. A strong interest in research methods, cognitive science or neuroscience is highly recommended.

Course objectives

Knowledge of: Episodic memory; skill learning; cognitive and molecular neuroscience of memory; methods of manipulation; reconsolidation; traumatic memories.

Prerequisites

There are no prerequisites, but a strong interest in research methods, cognitive science and/or neuroscience of memory is highly recommended.

<https://www.maastrichtuniversity.nl/meta/326769/manipulating-memories?print=1>

Block 2

Core Courses:

PNE2005: Developmental Neuropsychology

Full course description

In this course, students will be introduced to the innovative and 'mind-blowing' field of developmental neuropsychology.

The anatomy of the brain and relevant brain functions will be introduced at the beginning of the module. Through case studies students will explore the fundamental research and the most recent advances in the field. Students will endeavour to find solutions to the questions presented by researching various articles and group discussion. For example, why is there a change in the ability to discriminate between human faces and monkey faces in babies of 12 months? And why is this difference not present at 6 months?

Cognitive development is typically measured by changes or improvements in cognitive processes. In this course, processes such as language, reasoning and memory etc. will be explored in terms of their developmental trajectory and how this trajectory relates to changes in the maturing brain. We will examine how these developmental changes can be measured by various neurological methods (e.g. fMRI and EEG).

The field trip included in the course focuses on the importance of neuroscientific research methods and forms a unique and practical insight into the subject matter. Midway through the course the students will construct a research proposal regarding developmental neuropsychology in subgroups and present this proposal. To conclude the course, students will sit a written exam.

Course objectives

By the end of the course students will have developed a deeper understanding of:

- The general development of the human brain (prenatal/postnatal development until young adulthood)
- Different brain areas relevant for the development of e.g. language or executive functions
- The influence of experience on the perceptual narrowing of the brain regarding face processing and language (nature/nurture debate)
- Differences in the development of the brain regarding language (dyslexia) and mathematics (dyscalculia)
- The adolescent brain and implications for the development of social cognition

Students will also have become familiar with developmental research and neuroscientific methods.

Prerequisites

At least one 200-level Psychology course. It is recommended that the students have an interest in the development of the human brain and cognitive development. An interest in scientific research and methods is also recommended.

Recommended reading

Various articles will be used to address the different topics of this course. One of the first tasks will cover overall brain development. A subsequent task discusses the adolescent brain and the link between the adolescent brain and the development of social cognition. The literature lists for these tasks is included hereby. The comprehensive literature list is currently under construction.

1. General brain development

Casey, B. J., Tottenham, N., Liston, C., & Durston, S. (2005). Imaging the developing brain: what have we learned about cognitive development?. *Trends in cognitive sciences*, 9(3), 104-110.

Giedd, J. N. et al. (1999). Brain development during childhood and adolescence: a longitudinal MRI study. *Nature neuroscience*, 2(10), 861-863.

Dean, D. C. et al. (2015). Characterizing longitudinal white matter development during early childhood. *Brain Structure and Function*, 220(4), 1921-1933.

2. The adolescent brain

Casey, B. J., Jones, R. M., & Hare, T. A. (2008). The adolescent brain. *Annals of the New York Academy of Sciences*, 1124(1), 111-126.

Kilford, E. J., Garrett, E., & Blakemore, S. J. (2016). The development of social cognition in adolescence: An integrated perspective. *Neuroscience & Biobehavioral Reviews*, 70, 106-120.

<https://www.maastrichtuniversity.nl/meta/329245/developmental-neuropsychology?print=1>

PHI2002: Medical Ethics – Moral health care dilemmas from a European and comparative perspective

Full course description

Those who are working in the medical professions are often confronted with decision making procedures that go far beyond the mere technological aspects that are involved in the cases under investigation. Doctors and nurses are aware of the fact that their fields of operation are characterized by moral parameters as well and they know that ethical reflection has to come in where scientific deliberation is no longer able to answer all the questions that are connected to the medical problems they have to deal with. This means that quite frequently a medical assessment needs the help of an ethical evaluation to cover completely the appraisal of a particular health situation and that doctors and nurses should be conscious of the moral status and implications of the conclusions they draw.

The aim of this course is to give an introductory investigation of the question if, when and how ethical considerations can or must play a role in the practice of the medical professions. It wants to make students aware of the fact that the health sciences are not operating in a moral vacuum and that a good knowledge of both the older and recent ethical debate in this particular field is of the greatest significance.

Besides this it wants to make clear that the European concept of a medical ethics as such is strongly related to typically western assumptions regarding the essence and status of a human being, which indicates that it could be made visible as well that a non-western philosophical anthropology and morality will give rise to a medical ethics that is or can be rather different from its European counterpart. This intercultural way of work serves to yield a clear cut picture of the idea that, indeed, the European medical ethics is a very 'western' one.

This course consists of three parts.

The first part of the course will give an introduction into some fundamental European philosophical ideas of what it means to be a human being. This introduction will be accompanied by an introduction into the most important ethical theories of the West.

The second part of the course will find an introduction into a variety of the most important non-western philosophical ideas of what it means to be a human being. Some major ethical theories of the East will be explained.

The third part of the course wants to discuss some of the most important and well-known ethical problems that can be found within the medical field. They will be approached from a cross cultural perspective: both the western and eastern points of view will be analyzed and compared.

There will be lectures, discussions and the study of cases that reflect the most important problems and topics that make up the moral challenges of the medical discipline of today.

The course includes a field trip.

This course consists of 32 class hours divided over 7-8 weeks. Students earn 6 ECTS credits when they obtain a passing grade. Students who need more credits can sign up for the extended course format, which includes an Independent Study Project (ISP) worth an additional 3 ECTS. The maximum number of credits that can be obtained is 9 ECTS.

This class is a Core Course for students in the Public Health & Medicine in Europe programme and for students in the Psychology & Neuroscience in Europe programme.

Course objectives

By the end of this course students will have gained in-depth knowledge of the following subjects:

- The concept of a human being in European/western thought.
- The background, importance, concepts and ideas of medical ethics as such.
- The most important ethical theories that could, should or do play a role in the medical field.
- Classic cases that invited and shaped the development of ethical thought in the medical fields.
- The concept of a human being as it can be found in Confucian, Taoist, Hindu, Jain and Buddhist philosophies: its relation to some fundamental ideas of medical ethics in these systems of thought.
- Students will also be able to present an ethical discussion of a medical case for which a purely instrumental and technical approach must remain unsatisfactory. They will be able to offer a sound ethical analysis of this case and they will be able to present the outcome of the analysis in a clear, intercultural and philosophically correct way.

Prerequisites

None. A minimum number of 8 students is required for the course to take place.

Recommended reading

We will use the following books in this course:

- G. Pence, 'Medical Ethics: Accounts of Ground-Breaking Cases, McGraw-Hill, New York, 2014
- G. Pence, 'Classic Works in Medical Ethics: Core Philosophical Readings, McGraw-Hill, New York, 1997
- J.M. Koller, 'Asian Philosophies', New York, 2012

CES students receive their books on loan from CES.

<https://www.maastrichtuniversity.nl/meta/326463/medical-ethics-moral-health-care-dilemmas-european-and-comparative-perspective?print=1>

ART2002: Dutch Art History

Full course description

The course is about Dutch art – with an emphasis on painting. Ever since the Middle Ages the Netherlands has played a pivotal role in the history of European art and culture. Dutch and Flemish artists were the first to use oil paints, the first to visually document the lives and cultures of ordinary people, and the first to produce art for a free market. Painters such as Van Eyck, Brueghel, Bosch, Rubens, Vermeer, Rembrandt, Van Gogh and Mondriaan are counted among the great masters of history. Their art embodies qualities that are believed to be typical for the country, such as a devotion to truthfulness, attention to detail, and love of textures. But there were many more artists whose works are still considered among the most important in history – if only because they were the first to notice the mundane things nobody else had paid attention to, such as the beauty of a still-life or the wonders of a cloudy sky. From the late Middle Ages through the Renaissance and the Baroque to the modern era, Dutch artists have tried to come to terms with ever-changing principles and conceptions regarding the world around them and have been constantly improving techniques to visualize it. The results of their efforts are the subject of this course.

The course will mostly follow a chronological order. In the first lecture the (religious) significance of art in the Middle Ages, the Renaissance and the Baroque will be introduced. In the following lectures you will be given an overview of the development of Dutch art from the Middle Ages to the modern era.

The course will include tours to various museums in Amsterdam, the Hague or Arnhem to view the original works.

This course consists of 32 class hours divided over 7-8 weeks. Students earn 6 ECTS credits when they obtain a passing grade. Students who need more credits can sign up for the extended course format, which includes an Independent Study Project (ISP) worth an additional 3 ECTS. The maximum number of credits that can be obtained is 9 ECTS.

This class is a Core Course for students in the European History, Culture & Arts programme.

Course objectives

By the end of the course students will demonstrate the ability to:

- Identify and apply (some of) the key concepts in Art History
- Recognize the development of art from the Middle Ages to the present
- Understand the possible cultural ideas and ideals behind works of art
- Understand the significance of art in history
- Have a basic idea of the main discussions within Dutch art history

Skill development

- Write and talk about art in a clear and comprehensible manner
- Reconstruct the original context and significance of works of art
- Have a (more) professional view on art as a whole

Prerequisites

None. A minimum of 9 students is required for the class to take place.

Recommended reading

Students will receive an extensive reader with electronic articles via the online Studentportal.

<https://www.maastrichtuniversity.nl/meta/325769/dutch-art-history?print=1>

Additional Courses:

PSY3344: Human Behaviour in Organisations

Full course description

This course will make students familiar with diverse aspects of human behaviour in organisations. Questions that will be addressed during the course are: How can organisations select good employees? What can organisations do to maintain a healthy and motivated workforce? What are effective leadership styles? What does a high performance team look like? To answer these questions we will study an array of different topics from work and organisational psychology such as work stress, occupational health, emotions in organisations, leadership, personnel selection, work motivation, and team work. The course consists of lectures, assignment and a group project in which students conduct an empirical study on one of the topics mentioned above. This course forms an excellent introduction for the Master's programme 'Work and Organisational Psychology'.

Course objectives

Knowledge of: Work and organisational psychology, selection of employees, Human Resources practices, the role of leadership, work motivation, team processes and performance, employee health and well-being, work stress.

<https://www.maastrichtuniversity.nl/meta/328051/human-behaviour-organisations?print=1>

PSY3345: The Learning Brain: from Perception to Memory Formation

Full course description

This course takes a purely biological view of a set of interconnected topics in the field of learning and memory. All learning and memory formation is dependent on changes in functional connections between neurons. The course starts with seminal findings illustrating this principle in *Aplysia*, from Kandel and co-workers. These findings are then compared with mechanisms of Long-Term Potentiation (LTP). In a number of papers, and accompanying lectures, students will gain insight in molecular mechanisms to manipulate intra-cellular processes contributing to LTP and neural plasticity, at the genomic, RNA, and protein levels. In parallel, students will learn about some landmark neurophysiological findings that have been crucial in our current understanding of memory formation. With this background in mind, students will start reading studies in which molecular tools are used to modulate memory formation and their neurophysiological correlates. The course will focus mainly on two forms of learning, namely episodic memory, and skill learning. Most of the papers focus on animal models of learning, using molecular and neurophysiological approaches, but there are also papers on human and non-human primate learning. The lectures provide crucial background to understand the papers, and in a broad sense could provide topics for exam questions. The course is challenging, and so a background or strong interest in neuroscience and/or (cellular) biology is very strongly recommended for this course. Further, students must have a genuine interest in biological approaches of learning and memory.

Course objectives

Knowledge of: Elementary cellular mechanisms of plasticity, long-term potentiation (LTP), genes, RNA, proteins, neurophysiological concepts, skill learning, episodic memory formation, working memory.

<https://www.maastrichtuniversity.nl/meta/324617/learning-brain-perception-memory-formation?print=1>

PSY3361: Nutritional Neuroscience: Evaluating claims about Food, the Brain and Behaviour

Full course description

Always wanted to know if there is sound scientific support for the claim that sugar enhances hyperactivity, that carbohydrates improve one's mood or that certain herbs will make you brighter?

There has been a growing scientific and commercial interest in the field of Nutritional Neuroscience; the discipline that explores the effects of dietary components -like vitamins, carbohydrates, herbs or fats- on the brain and behaviour. This interest particularly accelerated by findings that certain foods can enter the brain and influence neurological functioning. As a consequence, a broad range of nutrients and dietary supplements are nowadays recommended for their beneficial effects while others are highly discouraged because of their health-declining consequences. Yet, although most of these claims seem to be founded on 'theoretically sound' mechanisms of action (e.g.; anti-oxidation, neuro-protection, neurotransmitter function) many of them seem to suffer from inadequate scientific-empirical support.

The aim of the current course is to evaluate a selection of today's most frequent food-brain-behaviour claims on the basis of whether or not there is a sound suggested mechanisms of action and, hence, whether they comply with the scientific literature.

Course objectives

Knowledge of: Current claims of food-brain-behavior (e.g. related to performance, mood-depression, food addiction, hyperactivity, sleep, sexuality) and how to critically evaluate the experimental results.

<https://www.maastrichtuniversity.nl/meta/324683/nutritional-neuroscience-evaluating-claims-about-food-brain-and-behaviour?print=1>

PSY3370: Hormones, the Brain and Behaviour

Full course description

This course will review the interrelationships among hormones, the brain and behaviour. Basic endocrine (hormone) system physiology will be introduced and the different approaches that researchers take to address questions of hormone-behaviour relationships will be discussed. The focus will be on three large 'classes' of hormones, i.e. 'stress' (cortisol), 'social' (oxytocin, vasopressin), and 'sex' hormones (testosterone, estradiol, progesterone). Those hormones will be linked to normal behavioural processes such as memory and social behaviour as well as to psychiatric conditions such as depression/anxiety and autism spectrum disorder. At the end of this course you will have developed an understanding of a selection of topics related to behavioural neuroendocrinology.

Course objectives

Knowledge of: Hormones and major endocrine organs, methods to study hormone-behaviour relations and limitations, role of hormones in 'normal' behaviour and psychiatric disorders.

Recommended reading

Books chapters and peer-reviewed articles.

<https://www.maastrichtuniversity.nl/meta/327593/hormones-brain-and-behaviour?print=1>

PSY3371: Pleasure & Pain

Full course description

Apart from offering sensory feedback for object manipulation and movement, the somatosensory system also provides signals that are intrinsically rewarding or punishing. The behavioural drive to seek pleasure and to avoid pain is of crucial importance for survival and partly relies on the same neurochemical circuitry. This elective will discuss the neurobiological basis of aversive and pleasant somatosensory processing. Would it be possible to live without feeling pain or pleasure? How do context, emotion and cognition modulate the experience of pleasure and pain? Brain circuits involved in nociception and analgesia as well as theories and treatments of chronic pain will be discussed.

Course objectives

Knowledge of: functional neuroanatomy of the somatosensory system, neurobiology of pleasure and pain, top-down modulation, theories and treatments of chronic pain.

Prerequisites

The course takes a neurobiological perspective, and therefore some neurobiological background is helpful. Students without this background can also join, but should take into account that some of the literature might be challenging.

<https://www.maastrichtuniversity.nl/meta/324551/pleasure-pain?print=1>

PSY3373: Cognitive Neuroscience of Language

Full course description

Language is one of the most relevant cognitive skills in humans. We listen, speak, type, joke, and think a lot during the day without being aware of how we do it. We are not aware of it simply because language comprehension and production is highly automatic. In this course, we zoom into the hidden cognitive complexity and mysteries and will study language from different scientific angles. At the end we integrate all and practice an "application of our knowledge". During the first part of the course, we study the theoretical background of language processing and learn how it received empirical support from psycholinguistics – mainly based on behavioral experiments. We add more recent insights from cognitive neuroscience, with a focus on information transfer within the language network. During reading and open discussion, we will learn about the current state of the art: What problems need to be solved by the cognitive language system? How does our brain solve them? We will discuss the consequences in case the network is not functioning well – as in Aphasia after stroke, or in developmental dyslexia. We also will learn that not all is known yet. We will read papers that bring first answers, using methods such as eCog, EEG, fMRI, and anatomical and functional connectivity. This knowledge will be applied in writing of an individual research proposal that addresses a certain open issue in language, ranging from fundamental to applied topics (such as in Aphasia after stroke, or dyslexia).

Course objectives

Knowledge of: Theoretical background of cognitive neuroscience of language ranging from fundamental cognitive neuroscience to translation into clinics or societal application, Application of critical thinking to evaluate the studies, Application of knowledge in writing of a research proposal about an investigation of a "still open" issue in language research, Students will learn to write and present the proposal to peers, Students will learn how to be a peer reviewer, and how to evaluate proposals in a fair and constructive manner.

<https://www.maastrichtuniversity.nl/meta/329139/cognitive-neuroscience-language?print=1>

PSY3332: Social Neuroscience

Full course description

Social Neuroscience is a new and rapidly growing field of research. It is an interdisciplinary field that asks questions about topics traditionally of interest to social psychologists, economics and political science using methods traditionally employed by cognitive neuroscientists, such as functional brain imaging. In this course the student will discuss functional MRI research into the following topics: self-reflection, emotion regulation, perceiving others/mirror neurons, decision making and moral judgement. Students will gain insight into the neural correlates of social behaviour and acquire knowledge about designing a functional MRI study.

Course objectives

Knowledge of: fMRI, self-reflection, emotion regulation, reappraisal, attitudes, stigma, actions and emotions of others, mirror-neuron system, empathy, social decision making, game theory, cooperation versus competition, moral judgments, theory of mind, event-related design, block-design, BOLD signal.

Skills: Writing skills, designing a functional MRI study, presenting skills.

<https://www.maastrichtuniversity.nl/meta/325023/social-neuroscience?print=1>

PSY3369: Adult Neuropsychology

Full course description

This course focuses on brain-behaviour relationships and aims at increasing one's understanding of how healthy humans (or brains) function and how brain disease, brain injury disorders, such as, traumatic brain injuries, stroke and dementia, express themselves and interfere with the demands of daily life. Relevant catchwords in this context are behaviour, higher cognitive functions (e.g., memory, attention, executive functioning, language), emotion, and adaptation. During the course, students will collect knowledge on: (1) The clinical phenomenology of the most important cognitive and behavioural disorders seen in humans; (2) The underlying brain-behaviour relationships in these disorders; (3) The interrelationships between various cognitive dysfunctions, emotional-, and behavioural problems; and (4) Assessment methods, diagnosis and treatment. Students will also gain experience in the selection, administration and interpretation of commonly used tests, measuring the above-mentioned domains of higher cortical functions, affective functions, and behaviour.

Course objectives

Knowledge of: Neuroanatomy, diagnostics, neuropsychological assessment, , behavioural disorders, executive functions and attention, memory, brain injury, aging, neuropsychiatry, motivation, emotion, coping, insight.

<https://www.maastrichtuniversity.nl/meta/325233/adult-neuropsychology-introduction?print=1>