

Courses in WTMC participating institute potentially relevant for WTMC PhD students

	Code	Course titel	Lecturer	Credits	Period	Level	Study remotely?	More info	Description
<b>Radboud Univ Nijmegen</b>									
Compiled by Willem Halffman 24 04 2018									
	NWI-FC0043B	Science and Public Policy	Willem Halffman	3EC	September-November	MA	No	<a href="http://www.ru.nl/english/edu">http://www.ru.nl/english/edu</a> Basic introduction in policy studies and issues in science policy	
	NWI-FC0013C	Science and Media	Laurens Landeweerc	3EC	September-November	MA	N	<a href="http://www.ru.nl/english/edu">http://www.ru.nl/english/edu</a> Introduction to the study of representations of science in the media. It also teaches media-oriented writing .	
	NWI-FC0010C	Framing Knowledge	Lotte Krabbenborg	3EC	November-January	MA	N	<a href="http://www.ru.nl/english/edu">http://www.ru.nl/english/edu</a> This course studies science-related controversies in society by investigating the basis for individual perceptions of topics such as nature or privacy.	
	NWI-FC0011C	Knowledge Society	Laurens Landeweerc	3EC	November-January	MA	N	<a href="http://www.ru.nl/english/edu">http://www.ru.nl/english/edu</a> This course focuses on the ever changing role of scientific knowledge in our contemporary society. It discusses different types of expertise and the various roles scientists can have.	
	NWI-FC002B	Science and Societal Interaction	Riyan van den Born	3EC	September-November	MA	N	<a href="http://www.ru.nl/english/edu">http://www.ru.nl/english/edu</a> This course focuses on ways to involve citizens and other stakeholders in an interactive process when scientific topics are on the decision-making agenda.	
	NWI-FC003B	Research, Responsibility and Uncertainty	Lotte Krabbenborg	3EC	September-November	MA	N	<a href="http://www.ru.nl/english/edu">http://www.ru.nl/english/edu</a> Responsible research and innovation processes.	
	NWI-FFIL209B	Environmental Ethics	Martin Dreenthen	3EC	November-January	MA	N	<a href="http://www.ru.nl/studiegids/">http://www.ru.nl/studiegids/</a> How should we relate to the environment? How do we perceive the environment?	
	NWI-FFIL212	Philosophy of Water Management	Martin Dreenthen	3EC	November-January	MA	?	<a href="http://www.ru.nl/studiegids/">http://www.ru.nl/studiegids/</a> How do we deal with flood risk fairly?	
	NWI-FFIL205A	Science and Literature	Hub Zwart	3EC	January-April	MA	N	<a href="http://www.ru.nl/studiegids/">http://www.ru.nl/studiegids/</a> How is science portrayed in novels? How can we reflect in science through literature?	
	NWI-FFIL215	Upgrading the Human	Pieter Lemmens	3EC	January-April	MA	N	<a href="http://www.ru.nl/studiegids/">http://www.ru.nl/studiegids/</a> What is human enhancement? Do we want it? Under which conditions?	
	NWI-FFIL216	Imagining the Anthropocene	Pieter Lemmens	3EC	April-June	MA	N	<a href="http://www.ru.nl/studiegids/">http://www.ru.nl/studiegids/</a> The planet is fundamentally changed by human activity. What does that mean?	
	NWI-FFIL202A	Evolution and the Mind	Pieter Lemmens	3EC	September-November	MA	N	<a href="http://www.ru.nl/studiegids/">http://www.ru.nl/studiegids/</a> Beyond Darwin, what is the mind in a technological age? Where will it go?	
	BB028B	History of Biology	Willem Halffman	3EC	January-April	BA3	All but exam	<a href="http://www.ru.nl/studiegids/">http://www.ru.nl/studiegids/</a> Basic introduction to the history of biology	
		Summer school continentatl philosophy of science	Hub Zwart ea			PhD	N		
<b>Erasmus univ Rotterdam</b>									
data van Roland Bal 26-apr-18									
	GW4565M	Governing Healthy Cities	Lieke Oldenhof	5EC	March-May	Ma	No	<a href="https://courses.eur.nl/#/2017">https://courses.eur.nl/#/2017</a> Introduction to urban governance, healthy cities, and action research. Students do project with local policymakers	
	GW4007MV-18	Quality & Safety of Healthcare	Bert de Graaff	5EC	Oktober-December	MA	N	<a href="https://courses.eur.nl/#/2017">https://courses.eur.nl/#/2017</a> The goals of the course are to give students an understanding of the theoretical backgrounds to and challenges of quality and safety in healthcare settings, to train students in reflexively working with these theories and in exploring specific quality and safety issues from a multi-dimensional perspective.	
	GW4574M	Comparative Health Policy	Marianne van Bocho	5EC	November-January	MA	N	<a href="https://courses.eur.nl/#/2017">https://courses.eur.nl/#/2017</a> A governance and institutional theory perspective is adopted to answer questions such as: why do countries have different or similar healthcare policies; why does healthcare policy reform often proves to be difficult; how, when and why does institutional change take place?	
	GW4008MV-18	Governance & Strategy	Jan-Willem Weenink	5EC	March-May	MA	N	<a href="https://courses.eur.nl/#/2017">https://courses.eur.nl/#/2017</a> This course aims to provide students with theoretical lenses as well as practical knowledge to the understanding and dealing with governance and strategy issues in healthcare organizations. We focus on how governance arrangements influence the strategic choices of healthcare managers, and how healthcare organizations themselves govern health care practices. We explore the challenges healthcare managers face in their 'inner' and 'outer' circle of governing care. In doing so, we prepare (future) healthcare managers for the turbulent practices they are in or will run into in the near future. Moreover, by attending to social scientific literature on governance and strategy we seek to develop (future) managers' reflexive skills and to provide them with new ideas and tools to come to grips with governance and strategy issues in health care and healthcare organizations.	
<b>CWTS Leiden</b>									
Request to Thed van Leeuwen 24 04 2018 reply 7 May - more info needed									
<b>Innovation studies Utrecht</b>									
		Science, Technology, and Society		7,5ECT		BA			Do you think science and technology are neutral tools in gaining economic and social prosperity? Do you think innovation is always a good thing? In this course, we will question such assumptions by studying the relation between science, technology, and society. This relationship is both complex and ambiguous. For example from a societal perspective, self-driving cars may bring profits to car companies and gains in car safety, but they also raise questions on individual autonomy and responsibility of drivers; genetically modified crops may increase yields, but may also increase the power of multinational corporations over smallholder farmers; and contraceptive pills may enable family planning but also put the responsibility for contraceptive measures with women instead of men. In short: science and technology can be highly political and innovation can have consequences whose desirability can be contested. This course aims to provide students with the tools and perspectives to explore and reflect on such politics and controversies. By drawing on the field of Science and Technology Studies (STS), students will learn to critically reflect on the relation between science, technology, and society. The students will learn a range of theoretical frameworks for understanding the relation between science, technology, and society, such as 'large technological systems', 'actor-network theory', and 'social construction of technology'. And the students will learn to apply these frameworks to different controversial innovations.
		Economics of Innovation		7,5ECT		BA			In the course Economics of Innovation, we focus on the economic aspects of innovation and diffusion at the micro-level of the firms, the meso-level of industries, and the macro-level of the national economies. The first part of the course is about mathematical models of innovation and diffusion, and the role of patents. The second part focuses on innovation and competition at the level of firms, industries and countries using the theory of evolutionary ("neo-Schumpeterian") economics. Finally, we devote special attention to the role of ICTs in the current economy. After completion of the course, the student is able to: <ul style="list-style-type: none"> <li>• understand what an innovation is from an economic perspective;</li> <li>• understand that investments in innovation are inherently uncertain, and that companies are therefore learning by trail-and-error rational than taking fully rational decisions as assumed in standard microeconomics;</li> <li>• explain the pros and cons of different technology design strategies;</li> <li>• mathematically understand how products spread in social networks;</li> <li>• mathematically understand under what conditions lock-in occurs;</li> <li>• formulate a business strategy from the outside-in and inside-out paradigm;</li> <li>• understand the theory of product life cycle model and its implications for industrial dynamics and geographical clustering;</li> <li>• understand the role of geographical proximity and other forms of proximity in collaborative innovation processes</li> <li>• understand evolutionary growth theory;</li> <li>• explain the theoretical basis of competition policy, technology policy, industrial policy and regional policy, and to formulate an independent opinion on current policy;</li> </ul>

29 mei 2018	Management van Innovatieprocessen	7,5ECT	BA	<p>Students will learn theories and models of innovation management in organisations, and apply these to practical cases. The course starts with lectures on innovation management and organisation theory during the first 6 weeks of the course, to be concluded with a written exam in week 7. After that, the students form small groups to start a project in which they simulate that they have their own PV solar panel company, for which they write a business plan, and a reflection report.</p> <p>After this course students have knowledge about and can apply theories and models of innovation management in analysing innovation management in practice. The student:</p> <ul style="list-style-type: none"> <li>• has knowledge and understanding of natural science and of the field of innovation studies, and sustainable business, especially in innovation management;</li> <li>• has knowledge and understanding of the theoretical and methodological principles of natural science, and the fields of innovation studies, and sustainable business, especially in innovation management;</li> <li>• has acquired general academic skills, especially in relation to natural science and of the fields of innovation studies and sustainable business, especially in innovation management;</li> <li>• can use the acquired knowledge and understanding in a way that shows a professional approach to his/her work or profession;</li> <li>• can translate a practical question or problem of the subject area into a clear and investigable research question;</li> <li>• can study a subject both theoretically and empirically while relating one to the other;</li> <li>• can present the result(s) in a coherent argumentation that is synthesised in a clear conclusion;</li> <li>• can use the result(s) for answering the practical question or to contribute to clarification and – if possible – solution of the problem;</li> <li>• can form a judgement that includes reflection on relevant social, scientific and ethical issues; and</li> <li>• can communicate information, ideas and solutions to both specialist and non-specialist audiences.</li> </ul>
	Sustainable Health & Medical Technology	7,5ECT	BA	<ol style="list-style-type: none"> <li>1. Health and sustainability, health and climate change, health and development, international health policy;</li> <li>2. Rise and fall of the pharmaceutical industry;</li> <li>3. Marketing of drugs and medical technology (marketing to professionals, direct and indirect marketing to consumers);</li> <li>4. Regulation of drugs, diagnostics and medical technology, e.g. market authorization, reimbursement, pharmacovigilance, professional guidelines, specific regulation for e.g. orphan drugs and WHO essential drugs;</li> <li>5. Patents, IP issues and drugs/diagnostics/medical technology; patents and innovation, patents as strategic tool, patents and ethics, equal access to medicines;</li> <li>6. The role of the academic world in drugs/medical technology development: commercialization of science, open access developments;</li> <li>7. The relevance of animal studies in drugs/medical technology development;</li> <li>8. Access to drugs, vaccines and diagnostics;</li> <li>9. Health &amp; equity; health &amp; ethics aspects.</li> </ol> <p>The students write individual very short papers in which they critically reflect on these various subthemes of the course, developing their own substantiated argumentation line about the topic. Groups of 2 students pick a paper theme which they will study in depth. In week 2 students start reading about the problem area, the possible technological solutions and the relation to sustainability and health in general, and they develop a brief work plan for their paper. This workplan will be discussed with their supervisors. During week 4-8 students transform their work plan in a draft paper based on insights from literature and guest-lectures. During weekly tutorials parts of the paper will be discussed and students will give peer-feedback on each other's draft. Results of the paper project will be presented in an expert workshop in week 8. By the end of week 9 the final paper has to be finished, based on comments from the expert panel and the supervisor on the draft version.</p>
	Business, Sustainability, and Innovation	7,5ECT	BA	<p>Recently, firms have become a key focus in the sustainability debate. A number of initiatives have been developed for and by companies to address many economic, environmental and social challenges.</p> <p>The lectures (in the first part of the course) will provide you with an overview of some of the most common concepts, methods and tools used by companies to become more sustainable:</p> <ul style="list-style-type: none"> <li>• Corporate sustainability;</li> <li>• Innovation strategies for corporate sustainability;</li> <li>• Design for sustainability;</li> <li>• Green marketing and greenwashing;</li> <li>• Eco-efficiency, cleaner production and circular economy;</li> <li>• Sustainable supply chain management;</li> <li>• Sustainability management systems, standards and reporting.</li> </ul> <p>In the tutorials and group work you will examine how these concepts, methods and tools are implemented by different companies in their business practices. Based on your analysis, you will also provide the companies with recommendations on how to improve their corporate sustainability strategy.</p>
	Innovation Systems and Processes	7,5ECT	MSc	<p>This course will equip students with the necessary knowledge to make informed decisions about which theory to choose in order to tackle different kinds of innovation problems. We will systematically present and use the 10 most important approaches in innovation studies. In this course:</p> <ul style="list-style-type: none"> <li>• students will become acquainted with the classic readings in economic, institutional, management and social science perspectives on technological change (the canon of innovation literature)</li> <li>• students will learn to compare different theories in terms of their explanatory power and the kind of innovation problems a theory is able to tackle;</li> <li>• students will learn how a careful choice of theory improves the quality of an innovation analysis.</li> </ul>
	Societal Challenges and Innovation Theory	7,5ECT	MSc	<p>The analysis of innovation processes is much more powerful when using theories of technical change and innovation. Theories of technical change and innovation can be a powerful tool to understand and help solve some of the grand challenges that our society faces, like climate change or the development of new medication. This course teaches students to apply theories in a sensible, logical and practical way.</p> <p>During this course we will reflect on what it means to use and apply theories in a research and policy context. We will do so by first by reflecting on what theories are and how solid theoretical models are built. Next, we review the main strands of theorizing in innovation studies and their role in innovation and transition policy. We then turn to various key topics in innovation research that are reflected in policy debates.</p> <p>After having reflected on the usefulness of applying theories in a research setting students practice with choosing and applying theories to a practical research question in the area of sustainable innovation or life sciences. Different theories that build on the content of Technology Related Venturing and Innovation Systems and Processes are central in this. After thoroughly reflecting on the usefulness, the applicability, the basic assumptions and the effects on outcomes of these theories, students need to use these theories to solve a concrete research problem.</p>

Maastricht van Harro van Lente 27 mei 2018	EST4000	Introduction in Society Science and Technology Studies	Geert Somsen	6 EC	Sept	MA	No	<a href="https://www.maastrichtuniv.nl">https://www.maastrichtuniv.nl</a> Basic introduction into STS
	EST4001	Science and Technology in the Making: Entering the World of the Laboratory	Geert Somsen	6 EC	Oct	MA	No	<a href="https://www.maastrichtuniv.nl">https://www.maastrichtuniv.nl</a> Anthropological studies of STS, including fieldwork
	EST4002	Interpreting the History of Science and Technology	Geert Somsen	6 EC	Nov	MA	No	<a href="https://www.maastrichtuniv.nl">https://www.maastrichtuniv.nl</a> Focus on scientific and industrial revolution
	EST4003	Science and Technology Dynamics	Geert Somsen	6 EC	Dec	MA	No	<a href="https://www.maastrichtuniv.nl">https://www.maastrichtuniv.nl</a> Theories of innovation in economics, sociology and STS
	EST4004	Politics of Knowledge	Geert Somsen	6 EC	Jan	MA	No	<a href="https://www.maastrichtuniv.nl">https://www.maastrichtuniv.nl</a> The politics of knowledge claims; risk society, experts and media

RCA5000	Entering the field. The state of the art in studying the cultures of arts, science	Harro van Lente	12 EC	Sept Oct	MA	No
RCA5001	The Rules of the Game. CAST Research Methods	Harro van Lente	12 EC	Nov - Dec	MA	No
RCA5007	Changes in the Research System and training "Writing a Research Proposal"	Harro van Lente	6 EC	Jan	MA	No

<https://www.maastrichtuniv.nl/en/education/programmes/ma-introduction-to-sts> Introduction to STS and reviewing a research field  
<https://www.maastrichtuniv.nl/en/education/programmes/ma-research-projects-of-sts-and-their-methods> Research projects of STS and their methods  
<https://www.maastrichtuniv.nl/en/education/programmes/ma-reflecting-on-the-science-system-and-writing-a-proposal> Reflecting on the science system and writing a proposal

#### Twente - STEPS

#### PSTS master 2nd year

	201800145	Technologies in use	5EC	1st quartile	MA	
	201800146	Transformations of knowledge in a digital age	5EC	1st quartile	MA	
Data van	201800147	Understanding and governing sociotechnical change	5EC	1st quartile	MA	
Stefan Kuhlman	201800149	Anticipation and evaluation of emerging technologies	5EC	2nd quartile	MA	
29 mei 2018	201800150	Minds, bodies and technologies	5EC	2nd quartile	MA	
	201800148	Technology, the good life and society	5EC	1st quartile	MA	
	201800151	Rethinking science-technology-relations	5EC	2nd quartile	MA	
		<b>for specific deficiencies: 1st yr courses</b>				
	201200064	Science and technology studies	5EC	1st quartile	MA	
	201400574	History of science and Technology	5EC	2nd quartile	MA	
	191622510	Technology and social order	5EC	4th quartile	MA	
		<b>MA Public Administration</b>				
		Policy analysis in public and technological domains	5EC	1st quartile	MA	
	201100076	Deliberative Governance of Knowledge & Innovation	5EC	3rd quartile	MA	

this course draws mainly on a philosophical perspective, but the topic seems rather pertinent to WTMC

#### Groningen - Science & Society

Request to summer schools globalization, development and humanitarianism  
 Sjaak Swart  
 24 04 2018  
 doorgestuurd aan Hennie  
 niet bij W&S, verwijst naar letteren  
 Psychologie - Maarten 26 04 2018

<https://www.rug.nl/research/globalisation-studies-groningen/education/>

Jeremy Burman geeft Writing Skills  
 Scientific Integrity, 2,5 EC, dat we geven voor PhD-studenten

#### VU- Athena

Van Barabara Regeer	Inter- and Transdisciplinary Research	Barbara Regeer	6 EC	april - june (contact day)	PhD	partly
8-mei-18	AM_1026 Challenges in Health Systems Innovation	Jacqueline Broerse	6 EC	january	PhD/MSc	no
	AM_470586 Managing Science and Technology in Society	Tjerk-Jan Schuitmaker	6 EC	sept-oct	MSc	no
	AM_1002 Science in Dialogue	Frank Kupper	6 EC	nov-dec	MSc	no
	AM_470589 Policy, Politics and Participation	Pim Klaassen	6 EC	nov-dec	MSc	no
	AM_1182 Research Methods for Analyzing Complex Problems	Durwin Lynch	6 EC	sept-oct	MSc	no
	AM_1044 Advanced Methodology; Interactive Learning and Action	Barbara Regeer	6 EC	october	MSc	no

for information please contact PhD course on rationale, methodology and challenges of inter- and transdisciplinary research, linked to own research project  
<https://www.vu.nl/nl/studiegids/20> This course discusses the central theoretical concepts regarding innovations and reformations of health systems, both theoretically and practically.  
<https://www.vu.nl/nl/studiegids/20> This course aims to create understanding in the intertwining of science, technology and society, and the importance of a broad concern with these interactions, in order to shape our future in the way that we want it  
<https://www.vu.nl/nl/studiegids/20> This course examines the public character of scientific controversy and focuses on the communicative aspects of a fruitful science-society dialogue. Students also learn and practice facilitation skills.  
<https://www.vu.nl/nl/studiegids/20> In this course you get the chance to gain experience in the practical implementation of a prominent methodology for interactively investigating complex societal problems: focus group research  
<https://www.vu.nl/nl/studiegids/20> This course offers an (advanced) introduction to various research methods used in real world research, including questionnaires, surveys, semi-structured interviews, and focus groups.  
<https://www.vu.nl/nl/studiegids/20> Similar to PhD course on inter- and transdisciplinary research, but with focus on facilitating focus groups discussion, rather than focus on own research design

#### Eindhoven

Request to  
 Geert Verbong  
 24 04 2018  
 herhaald 27 mei

#### Wageningen Univ

Data from Harro Maat	Philosophy of social science	Henk van den Belt, C	4	March-April	PhD	no
1-jun-18	Analysing Discourse: Theories, Methods and Techniques	Hedwig te Molder, C	6	Sep-Oct	MSC/PhD	no
	Embodiment, Food & Environment	Harro Maat, Phil Ma	2	May	PhD	no
	Institutions and Societal Transformation	Sietze Vellema, Maa	2	Feb	PhD	no
	Interpretive Policy Analysis	Esther Turnhout, Jell	3	June	PhD	no
	Political Ecology	Robert Fletcher, Bra	4	June	PhD	no

[https://www.wur.nl/upload\\_mm/9/8/0/f76637c0-e768-4e78-9f6d-d459bef64406\\_WASS%20PhD%20Education%20Programme%202017-18.pdf](https://www.wur.nl/upload_mm/9/8/0/f76637c0-e768-4e78-9f6d-d459bef64406_WASS%20PhD%20Education%20Programme%202017-18.pdf)  
<https://ssc.wur.nl/Handbook/2017/Course/CPT-56306>  
<https://ssc.wur.nl/Handbook/2017/Course/CPT-56802>  
<https://ssc.wur.nl/Handbook/2017/Course/CPT-57802>  
[https://www.wur.nl/upload\\_mm/9/8/0/f76637c0-e768-4e78-9f6d-d459bef64406\\_WASS%20PhD%20Education%20Programme%202017-18.pdf](https://www.wur.nl/upload_mm/9/8/0/f76637c0-e768-4e78-9f6d-d459bef64406_WASS%20PhD%20Education%20Programme%202017-18.pdf)  
[https://www.wur.nl/upload\\_mm/9/8/0/f76637c0-e768-4e78-9f6d-d459bef64406\\_WASS%20PhD%20Education%20Programme%202017-18.pdf](https://www.wur.nl/upload_mm/9/8/0/f76637c0-e768-4e78-9f6d-d459bef64406_WASS%20PhD%20Education%20Programme%202017-18.pdf)

#### Delft

Info from  
 Udo Pesch  
 30 04 2018  
 check 4TU.ethics  
 Karen Buchanan  
[k.s.buchanan@tue.nl](mailto:k.s.buchanan@tue.nl)

Climate ethics (bestaande cursus; WM0353TU [3 EC]; kan ook in 5 EC variant worden verzorgd)  
 Ethics of transportation (WM1301TU [3 EC] & WM1302TU [5 EC])  
 Risk ethics (WM0375TU [3 EC] en WM0376TU [5 EC]) (naam zal waarschijnlijk veranderd worden in "Risk, Ethics & Technology" oid)  
 Water ethics (TPM002A [3 EC] en TPM003A [5 EC]) (wordt waarschijnlijk gemaximeerd op 25 studenten).  
 Ethics of health care technologies (WM1401TU [3 EC] & WM1402TU [5 EC])