

MARBLE
(Maastricht University Research Based Learning project)

**Invitation to top 25% of 3rd-year bachelor students CW, AC and ES
to participate in new research projects**

What is Marble?

Maastricht University has embarked on a project, funded by the Dutch Department of Education and Science, to bring multidisciplinary scientific research to the bachelor phase. The main idea is that in those projects students **learn to do research**. Groups of in general about 5-12 students, originating from various teaching programmes, work on a specific topic for 16 weeks and aim to study and discuss different aspects of such topic. It is a form of **undergraduate research**, meaning that the students pass through all phases from the research process. Often the topics are linked to current problems in society. If possible, societal partners will be involved in the projects, showing that there is an outside world interested in the results.

The project is now in its fifth year, and by now, some 290 students have participated in the FASoS Marble projects. In general the student results were very good. Some of the FASoS Marble bachelor theses even have been published in an academic yearbook or academic journals. Twice, a Marble bachelor thesis was awarded the best thesis award of the Faculty, surpassing even the Master theses of that year.

In general, 70% of the FASoS-students who were eligible did participate in the Marble projects. The projects were generally evaluated very well by the students.

Who can participate?

Third year bachelor students in Arts& Culture, Cultuurwetenschappen and European Studies are eligible to enroll in the FASoS-projects of Marble. In principle, recruitment is from the top 25% of students (based on GPA over the first two years and absence of serious study delay). However, highly motivated other 3rd-year bachelor students may also participate.

What topics can you choose from?

This year FASoS-students can choose from twelve options in a wide variety of topics ranging from politics and culture to science and technology.

1. An up-hill fight? The long history of the struggles to protect the Sint-Pietersberg (Montagne Saint-Pierre) (RBB0001)
2. Brokering Sustainable Sanitation (RBB0003)
3. Transparency in perspective (RBB0006)
4. Who Speaks for Europe? (RBB0004)
5. Regulating Innovation, Trade and Uncertain Risks (RBB0012)
6. Captains of Industry in the Early Twentieth Century. Business biographies and leadership analysis (RBB0022)
7. The European Union and Democracy Promotion (RBB0009)
8. On Expedition. Travels into the unknown (RBB0024)
9. Culture, Creativity and the City (RBB0028)
10. Conservation Controversies: On Nature, Expertise and Politics (RBB0027)

11. Art and Law: The legal status of cultural property – a comparative analysis (RBB0016)

The description of the projects you will find below.

Language

Unless stated otherwise, the projects all are open for all FASoS-students, international and Dutch. In a limited number of cases, a passive knowledge of Dutch is necessary for studying the sources or interviewing. In that case, international students student still can write his or her thesis in English.

When do the Marble projects run?

All Marble projects will start in the week of Monday, February 3rd, 2014. They cover a period of four months, and therefore continue into June. In the first two months the study load will be roughly one day a week, in the last two months you are supposed to work full-time for the project. But this may vary depending on the program of the student.

Please note that participation in one of the Marble projects *replaces* your participation in the regular courses offered in that period of the curriculum. You will receive 18 ECTS for all projects.

For **Cultuurwetenschappen and Arts and Culture students**: the Marble program replaces the third year tutorial in the fourth and fifth period, and the bachelor thesis, which is included in the Marble projects.

For **European Studies students**, the Marble project replaces the elective in period 5 and the two skills trainings in period 4 and 5 of the sixth semester. The way in which MARBLE has been integrated into the curriculum of the Bachelor European Studies entails that students have no regular courses in period 5, but will have to write two substantial papers with deadlines at the end of the third year: a paper for MARBLE and, of course, the Bachelor Paper. To allow for an efficient and relatively smooth process, you may want to take into account the following:

- Both papers must be original and distinctive from each other, but you may decide to write about similar topics, or to study the same (kinds of) issue(s) from different angles.
- When your MARBLE supervisor is also listed as Bachelor Paper supervisor you may want to opt for writing with the same person (depending on availability and a ‘first-come, first-served basis’).
- Bear in mind that good time-management is vital, so it is important to start work on your papers as soon as possible (for the Bachelor Paper you will already be expected to contact your supervisor in January).

Registration

Registration for Marble is open from this day until November, 24th.

You have to **register by mailing to me** (Pieter.calje@maastrichtuniversity.nl). The registration should include a short statement why you want to participate in a particular Marble-project. You should also state which project is your **first**, and which project is your **second** choice. The projects might be over- or undersubscribed.

I will announce November 29th to which project you are assigned.

Important!

In case you are considering to participate in a Marble project I urgently request you:

- **to register for all courses/skills just as you planned without the opportunity of the Marble projects** for period 4 (deadline 24th of November) and/or 5:
 - for CW-AC students: Bachelor thesis and related third-year tutorial;
 - for the ES students: elective modules of period 4 and 5 and the two skills trainings of period 4 and 5, and Bachelor Paper;
- If you are admitted to a Marble project, Pieter Caljé will report this to the Faculty's Front Office who will register you for the Marble project assigned to you;
- The Front Office will then also cancel your registrations which the Marble program replaces:
 - the bachelor thesis and related third-year tutorial for CW-AC students,
 - the elective module of period 5 and the two skills trainings of period 4 and 5 for ES students;
- **ES students** who wish to follow a skills training in period 4/5 alongside the Marble project should ask the Front Office not to cancel that registration before 18 December 2013 via e-mail (Frontoffice-fasos@maastrichtuniversity.nl). To avoid any confusion: it is not possible to do the ES-elective of the 5th semester alongside the Marble program. Please note: In case you take (a) skill(s) training(s) alongside the Marble project and unexpectedly cannot complete this/these, you will obtain a **grade: 1 (one!)**. This – of course - will have a negative effect on your GPA! So please take into consideration whether you should take (a) skill(s) training(s) alongside Marble or not.

Further information

For further general information on Marble please contact:

Pieter Caljé, Marble-coordinator for FASoS (e-mail Pieter.calje@maastrichtuniversity.nl)

There will be no information meeting, since most of the students are abroad. Specific information about the projects will be given by the coordinators. You can contact them by email.

Frequently asked questions

On **Eleum** under **organizations** you will find from November, 2nd **FASoS-Marble**. All third year students of FASoS will be enrolled automatically. There the brochure can be downloaded, and there also will be a frequently asked questions about Marble tab.

Projects

An up-hill fight?

The long history of the struggles to protect the Sint-Pietersberg

The Sint-Pietersberg is a hill south of Maastricht, originally full of monuments such as monasteries, castles and agricultural estates, and with a specific biotope as a result as the marl of which the hill is made. Inside the marl there are interesting fossils, such as the famous Mosasaur, a huge reptile. Several kilometres of caves, carved out between the 14th and 18th century to exploit marl, left the shape of the mountain and the cultural monuments unimpaired. Around 1920 this situation changed dramatically when large scale open-cast mining of marl was started by the cement company ENCI.

From 1921 onward numerous groups and individuals have protested against this destruction of the rural landscape, and of the natural, cultural and historical ‘monuments.’ During every extension of the exploitation new protests gained momentum, and extensive reports were written; first from perspective of botany and zoology, later from cultural, historical, and industrial perspectives.

After an agreement had been reached, since early 2010 different social groups are collaborating in making plans from the transformation of the quarry into a nature reserve, as well as a cultural attraction, after the mining stops in 2018. One of the recent proposals is the transfer of the Natural History Museum from downtown Maastricht to the quarry, in order to supplement it with outdoor activities, and with museum extensions that will include the cultural history of the Sint-Pietersberg.

Building on research done by Marble-students between 2009 and 2013, in this research-project we will investigate the history of these waves of protest, and especially the recent plans on the establishment of a museum in the quarry. Which groups were involved in the environmental debates so far? How did the relations between the cement industry and politics develop? What are the pros and cons of the new museum plans, and do these plans do justice to the contested history of the Sint-Pietersberg? Working on the ‘micro-history’ of the protection of the Sint-Pietersberg will shed light of much larger developments in society concerning the conservation of natural, cultural, historical and technical monuments.

The project is open to students from FASoS (ES as well as CW/AC), UCM and Economy. Students participating in the project should have at least a passive command of Dutch (or French); they should be able to read Dutch (or French) archival and published sources.

Supervisor:

Prof. dr. Ernst Homburg (FASoS) (e.homburg@maastrichtuniversity.nl)

Brokering Sustainable Sanitation

This project focuses on water and sanitation as a lens through which (knowledge about) sustainability can be critically explored. Sustainability is a widely discussed in academic literature, in national, European, and international policy contexts as well as in the public and private sector (e.g. in the context of corporate social responsibility) and refers to environmental, social, and economic sustainability.

Water and sanitation are critical for societies. They are part of the Millennium and Development Goals (MDGs) and the water is one of the nine ‘top sectors’ of importance for the Dutch government. The Dutch government aims to create collaborations between public authorities, companies and universities to produce knowledge and innovation in order to double the added value of the Dutch water sector in the international market before 2020. Yet, water and especially sanitation are neglected problem areas with regard to sustainability and within the social sciences.

Most approaches to water treatment and sanitation developed in the late 19th and early 20th centuries. These need to be re-addressed to respond to current challenges of sustainable development, such as energy consumption (in England and Wales the water industry is the third most energy-intensive sector) and a focus on the whole sanitation cycle rather than exclusively the wastewater treatment.

Water and sanitation systems have become critical infrastructures at the core of Western societies. In some literature the question is raised whether we would be able to speak about a ‘developed society’ when it does not have water and sanitation systems. Yet, these systems are mundane and invisible. Treatment plants are placed outside populated areas and we rarely discuss sanitation practices – we rather ‘flush and forget’. Some have called sanitation ‘the last taboo’. With regard to more sustainable water and sanitation practices, we can therefore not only rely on technical definitions of sanitation used for the development of new technologies; rather we need to investigate interactions among society, economy, politics, law, media, science, technology and environment as well the relations between practices, values, and identities within and across these domains.

The theme of water and sanitation connects issues such as prevention of pollution, health protection and energy saving; it is a political issue as it has an immediate impact on the quality of life of all citizens and various actors and stakeholders are involved; it has a large environmental impact; and it is a sphere in which highly sophisticated and innovative scientific and technological knowledge is emerging which comes from different disciplinary fields (social sciences, physical sciences, environmental sciences, engineering). These various issues generate different perceptions and kinds of knowledge on sustainable sanitation in different settings. How does this knowledge connect between settings? How do the different actors involved (policy-makers, engineers, citizens, scientists from various disciplines, media, etc.) perceive sustainability and sanitation? What are obstacles for this knowledge and these perceptions to travel? Which (communication) mechanisms or (theoretical or practical) tools can facilitate knowledge transfer? In short: how to broker sustainable sanitation?

The past three years this Marble project has built on the recently finished European research project ‘Brokering Environmentally Sustainable Knowledge for Europe’ (BESSE - <http://www.besse-project.info/>) and closely collaborated with the water board company Limburg (WBL) which has greatly valued the contributions of Marble students. We will continue this in some way in 2014. We strongly aim to make the results of your work not only academically relevant, but also relevant for WBL and/or other water and sanitation actors.

The students will be prepared for doing research and writing their theses through discussing literature on sustainability, sanitation, and knowledge brokerage (amongst which Marble theses of previous years), by an excursion to WBL, by introductions into qualitative methodology (interviewing, document analysis, ethnographic fieldwork) and the writing of a research proposal.

Supervisor: Dr. Ragna Zeiss (FASoS) (R.Zeiss@maastricht.university.nl)

Transparency in perspective

One of the first acts of US president Barack Obama was to issue a memo on transparency and open government: “My Administration is committed to creating an unprecedented level of openness in Government. We will work together to ensure the public trust and establish a system of transparency, public participation, and collaboration. Openness will strengthen our democracy and promote efficiency and effectiveness in Government”. Along similar lines, the European Commission has stated “that high standards of transparency are part of the legitimacy of any modern administration”, because “the European Public is entitled to expect efficient, accountable and service-minded public institution” (Green Paper European Transparency Initiative). Not only the American president and the European Commission but many national governments and other administrative bodies are actively seeking to promote openness as the key to better governance. And if they have not done so willingly, Wikileaks and other whistleblowers have forced them to act. With the financial crisis transparency has become an important issue in the reform of the financial sector. Talking about transparency, however, also means addressing the issue of privacy. The recent discovery of the NSA checking phone and e-mail records has brought to light that quite often surveillance and openness go hand in hand. Transparency, in other words, is a double-edged sword.

The emphasis on transparency and openness is not a new phenomenon. For more than two centuries governments have attempted to improve the relationship between state and citizens by changing the wording of laws and regulation, reforming procedures of public communication and by regulating the ‘language of government’. Transparency is not only about the formal right of access to the information that is stored in the documents and reports of an administrative service; it is also bears on the difficulties citizens may experience in finding and acquiring that information and understanding it, in other words on “communicative practices” and on the language in which the information is wrapped up.

The project aims at analyzing government transparency in a historical, political, and possibly juridical and economic perspective. Its deliverables may vary from historical studies to policy analyses and advices, and PR campaigns. The participants of previous years have produced multidisciplinary volumes, published by Maastricht University, which will serve as springboard for the new cohort. In 2011 a co-authored paper on transparency and the job market, written in the framework of Marble, won the annual UM student prize.

Coordinator: Dr. Nico Randeraad (N.Randeraad@maastrichtuniversity.nl)

This project is open to students from FASoS (ES as well as CW/AC), UCM, SBE and LAW

Who Speaks for Europe?

Who Speaks for Europe is one of the major questions in (the study of) EU external relations that has inspired successive institutional innovation. The problem often encountered as regards collective external representation is that the European Union does not lack external representatives, but that it has far too many! People who claim to speak for the Union include national leaders (e.g. Sarkozy, Merkel and Cameron) and their foreign ministers, the President of the European Commission and his Commissioner for External Relations, the six-monthly rotating Presidency of the Council, and the High Representative for the Common Foreign and Security Policy (CFSP). The Lisbon Treaty – rather than to resolve this issue – only makes matters worse by adding the President of the European Council, who will represent the European Union “at his or her level”.

The academic interest in the external representation of the European Union is long-standing, but the treatment of the subject in the literature often lacks rigour. Very little is actually known about *which of these actors represents the European Union, when and where?* This is where this MARBLE project comes in. It is the objective of this project to study in-depth and systematically who speaks for Europe under which conditions. The combined efforts of the project group should at the end of the course lead to a better understanding of EU external representation.

Language of instruction: English-only

Target group: This MARBLE project is open for students from the Faculty of Arts and Social Sciences, the Faculty of Law, the School of Business and Economics and the University College. Students with a non-European Studies background are expected to have done previous advanced coursework on international relations/law, international organization or European integration. Please also note that this project takes a political science perspective and that it follows the BA European Studies curriculum in terms of course-load, schedule and ECTS.

Coordination: Prof. Dr. Sophie Vanhoonacker

Contact: s.vanhoonacker@maastrichtuniversity.nl

Regulating Innovation, trade and uncertain risks

EU decision-makers are often confronted with innovation in the context of trade: the free circulation of high tech products may be blocked by Member States for reasons of protection of human health or the environment. Many of the complex cases that challenge the EU or the World Trade Organisation (WTO) in its ambition for further market integration pertain to risk and uncertainty. In trade conflicts and the legal processes associated with them, the question often is how to allow free trade while at the same time ensuring that the protection of human health and the environment is duly taken into consideration. Trade conflicts concerning genetically modified organisms (GMOs) are the iconic example. In such instances, all parties involved focus on science to defend their case in their efforts to justify or criticize the trade barriers. So the role of scientific expertise is critical

This MARBLE project deals with the question as how to regulate innovation, trade and uncertain risks. Due to experiences such as nuclear accidents, the asbestos tragedy and comparable experiences, innovation is nowadays associated with risks that are highly uncertain. Following scandals such as the BSE crisis (mad cow disease) where uncertain risks were initially ignored and governments and experts attempted to reassure the public with zero risk statements, the current societal climate can be characterized as “post-trust”. This has put a strain on the relationships between decision-makers, law, science and society. In the projects, students will investigate the interplay between various actors, problematic mechanisms, tensions and possible solutions.

This Marble project is an integrated part of the interfaculty research programme on European risk governance initiated by professors Van Asselt (FASoS) and Vos (Law). They actively try to bridge the gap between legal scholars, social scientists and other disciplines. Research on regulation of innovation and risk constitutes a relatively new field of research and truly interdisciplinary collaboration is rare. The project will offer talented and ambitious students a chance to make a positive contribution to this emerging field of research. The students work in teams and deliver a high-level group paper (preferred option) or individual paper: one of these Marble papers is already published in a peer-reviewed academic journal. We also aim at participation of the annual conference Society For Risk Analysis Europe (SRA-E) in Istanbul in June.

The project is open to students from Faculty of Law, FASoS (ES as well as CW/AC), UCM, Faculty of Psychology, FHML and the Faculty of Economics and Business Administration.

Coordination: Prof.dr.ir. Marjolein van Asselt (FASoS), prof.dr. Ellen Vos, dr. Denise Prevost (Law) and Tessa Fox (FASoS)

Information FASoS: Tessa Fox (t.fox@maastrichtuniversity.nl)

The European Union and Democracy Promotion

Democracy support has progressively acquired a central place in the EU's external relations. Countries from various geographical regions – Eastern Europe, the Balkans, the Mediterranean, Africa, Latin America, and Asia - have been subject, although to varying degrees, to the EU's policy of democratic conditionality. The question that has sparked the interest of both academics and practitioners is how effective the EU has been in advancing democracy across different regions with undemocratic regimes.

This MARBLE project will examine the conditions under which the EU can have impact on democratization trends in Europe, Africa, Latin America and Asia. It will first explore the theoretical debates about democratic transition and consolidation emphasizing the domestic factors conducive to democratization. It will then analyze the EU's policies and mechanisms of promoting political change beyond its borders. It will finally examine case studies from different continents to gain an understanding of the democratization trends, the domestic obstacles to democratic change and the EU's role in influencing democratic governance in different domestic settings. At the end of the project, students will have a good knowledge about a policy area central to the EU's external identity.

Research on the EU's democracy promotion policies have acquired a central place in the field of European studies following the EU's successful steering of the transitions to democracy and democracy consolidation in Central and Eastern Europe in the 1990s. The most recent research in the area examines the EU's impact on democratic governance in countries further away from the EU through policy frameworks such as the Stabilization and Association Process for the Western Balkans, the European Neighbourhood Policy for Eastern Europe and the Mediterranean, the Central Asia Strategy, the EU's development policy for the African and Caribbean countries and countries from Latin America. The proposed project will acquaint students with this most recent literature building on the seminal works in democratization studies and offering a comparison of the EU's varied impact on democracy developments across the globe.

An integral part of the project is a skills training on research design and methodology. Students will be guided to develop an original research paper about the EU's impact on democratization based on sound methodology and anchored in the conceptual debates examined during the project.

The project is aimed at BA students from the Faculties of Arts and Social Sciences, Law, Economics and the UCM. It is required that students have a good knowledge of European institutions and policies and an interest in the international role of the EU.

Coordinator: Dr. Gergana Noutcheva, Faculty of Arts and Social Sciences
(g.noutcheva@maastrichtuniversity.nl)

Captains of Industry in the Early Twentieth Century. Business biographies and leadership analysis

Henri Deterding (1866-1939) is not a household name, but in the oil industry his name is mentioned in one breath with that other giant of the industry: John D. Rockefeller. In the business biography project students get a chance to contribute to the research for the biography of Deterding. One of the aims of the biography-project is to lay bare the network of Dutch and international businessmen, politicians and diplomats Deterding needed to orchestrate to let his business, Royal Dutch/Shell, become one of the largest in the world.

The participants of this Marble-project will do research into leading players in the oil industry in the first half of the twentieth century. Students will be immersed in the rise of one of today's major corporations. They will write a biography of a business executive, a politician, diplomat or other key figure. They will analyze the personality and behavior of these players with modern methods of leadership analysis current in political science, psychology and management science. If they are interested, they might explore the relationship between the state, law and this rising giant corporation as well.

The project is open for students from European Studies, Arts and Culture/Cultuurwetenschappen, Economy and Law. Student might work in English or Dutch sources or both.

Coordination and information: Jaap Hoogenboezem
j.hoogenboezem@maastrichtuniversity.nl

On Expedition – Travels into the Unknown

Travels and explorations strongly influenced the development of science and culture. Although the number of studies in this field is considerable, the topic is still a rather neglected dimension of globalization processes. Only since a few decades researchers are more aware of the many difficulties encountered when studying ‘the other.’ Indeed, modern history and anthropology have shown that the transfer of knowledge, customs, beliefs and morals between different cultures always implies a ‘translation’, or even transformation, of the meaning and values involved. Teaching students the ‘art’ of interpreting primary sources on travels from that perspective is one of the major aims of this Marble course, next to gaining a better understanding of the exchange of knowledge, practices and values in the past, as well as to the exploitation of the wealth of the Maastricht Jesuit Library.

The Jesuits Library inside the Maastricht University houses several hundreds, if not thousands, of books on travels, missions and explorations in the library. Building on a similar project that took place in 2012-13, we want to explore these hidden treasures of the Maastricht library, with a focus on the transmission of scientific knowledge. The study of the primary sources, i.e. the ‘jewels’ from the 17th and 18th century will be the starting point, but for a careful interpretation the study of secondary sources, in which the library is also rich, is indispensable.

In order to improve the scholarly analysis of these primary sources a comparative perspective has been chosen, that will structure the comparison between the case studies of the students within the research group in two dimensions:

(1) the political structure of the unknown society that is explored. We have decided to choose China, Japan and North-America as case studies.

(2) the background, esp. military, scientific, commercial, or religious motives, of the explorers. We will compare esp. Jesuits missions of the 17th century with some late-18th century expeditions, and investigate in particular whether confrontation between the self and the other was described differently, and also what different types of scientific knowledge were transmitted. So in sum:

	17 th century	18 th century
Hierarchical societies	Jesuit or commercial missions to China and Japan	Scientific expeditions to China and Japan
Nomad societies	Jesuit or commercial missions to North-America	Scientific expeditions to North-America

Depending on the size of the group all quadrants can be investigated, or only part of them. This bachelor research project welcomes students from FASoS (CW/AC and ES) and the UCM, as well as from other faculties (given the economic and psychological aspects of these travels, for

instance). The sources in the library are in Dutch, French, German, English and Latin, so students can chose books that match their language skills.

Supervisors:

Dr. Annemieke Klijn (FASoS) (annemieke.klijn@maastrichtuniversity.nl)

Prof. dr. Ernst Homburg (FASoS) (e.homburg@maastrichtuniversity.nl)

Culture, Creativity and the City

In this MARBLE project, students will examine the role of ‘culture’ and ‘creativity’ within the context of the city. Recent decades have witnessed an increase in attention paid towards notions of ‘culture’ and ‘creativity’ within academic research fields such as sociology, geography and urban planning. This has been particularly evident within city planning and development. This can range from the use of the arts in promoting community interaction, to the role of the creative industries in reshaping the economy of the city. In the context of a shift to a post industrial society, cities in Europe, North America, and beyond have increasingly sought to develop policies that are focused upon promoting the role of the arts, design and other fields at the cutting edge of ‘creativity’ as a means of reimagining their city image. In drawing upon the extensive literature within this field, this research project examines the connections between approaches to urban planning and notions of ‘culture’ and ‘creativity’. In so doing, it seeks to get students to engage critically with the relationship between these notions. To this end, there are three specific aims of the course:

1. To analyze the manner in which municipalities can plan for ‘culture’ and ‘creativity’ and connect such notions to wide-scale objectives of urban planning
2. Following from the first aim, the students will be asked to critically engage with the extent to which notions of ‘creativity’ and ‘culture’ come into tension with both the task of urban planning and the everyday life of cities
3. From the perspective of the group project, the selection of individual projects will also help the students to understand the manner in which different policies travel between different locations, how they are adapted to suit particular localities, and the role of networking in promoting such overlaps

In carrying out these aims, the students will undertake an examination of the role of creativity and culture at a number of different levels. This could include an analysis of the role of culture and creativity at the level of the EU. It could also include the analysis of a particular city. Here, for reasons of practicality, students are asked to focus on cities that are located in close proximity to Maastricht. These could include Aachen (Germany), Liege (French Speaking Belgium), Hasselt (Flemish Speaking Belgium), Heerlen, or Maastricht (Dutch and for interviews English is also possible). It will be possible to select other cities in Europe, but it is advised that the student must be able to study the city of choice in an engaged and hands-on manner. It is also possible for students to approach these questions in more detail at the level of the European Union. This will initially include the collection of background data about various cultural institutions such as museums, galleries and other small-scale culture-led institutions.

The students will then be asked to select and analyze the relationship between the official approach towards urban planning/urban development in their chosen city and a particular sub-sector of the cultural and creative sectors. At this point there are a number of possibilities open to the students. For example, students could examine the various ways in which a municipality relates to different communities (arts communities, design communities etc.) through the medium of culture (For example, the Maastricht Lab project seeks to utilize vacant buildings in Maastricht through cultural activities). Here, the student would be asked to consider what the aims of the municipality are, in what way it relates to community groups, and what the actual outcomes are.

Another possibility, which is more bottom-up in approach, would seek to analyze how 'creativity' and 'culture' relate to everyday practices within the city. This might include the manner in which people engage in public space or might analyze the perspectives of people living on distinct neighborhoods or streets in the city about notions of 'culture' and 'creativity'. From the perspective of critical engagement, when looking at these elements, students are asked to analyze the tensions that arise when analyzing the relationship between abstract notions of 'creativity', 'culture', the everyday life of cities and the desire to plan and shape them. A fundamental element of the course is therefore to ask to what extent notions of 'culture' and 'creativity' can actually be planned for, and what the limits to such approaches are.

Course Coordinator: Philip Lawton (Philip.lawton@maastrichtuniversity.nl)

Conservation Controversies: On Nature, Expertise and Politics

Should we offer feeding to wild horses in nature reserves during harsh winters, or is that ‘unnatural’? Should badgers be culled in order to curb tuberculosis in cattle, or is this counterproductive? Are wind turbines a blessing for the environment, or should they be opposed because they kill birds?

Issues like these have sparked mediatized controversies across the globe. And experts of all kinds have been mobilized in order to settle the controversies in one direction or the other. These experts range from veterinarians over animal welfare specialists and ecologists to conservation biologists, landscape planners and statisticians. In this MARBLE project we will explore the role played by experts like these in the unfolding of public debates, and analyze their shifting alliances with media, policy-makers and activists. To do so we will draw on insights from Science and Technology Studies, the history of science, environmental history, political science and media studies. In the project, students will be acquainted with these different strands of scholarship.

In their research students will be able to study the involvement of experts in concrete, local controversies about nature conservation – both in the twentieth century past and the present. These controversies will be framed in their wider national, transnational and supranational contexts. Students are free to decide on their actual topic. They might work on themes particularly relevant to the Maastricht area such as the present-day attempts to apply the European *Natura 2000* program in Dutch Limburg. They might also, however, choose to work on topics that relate to other national contexts (as, for example, the mentioned badger cull controversy in the UK) or particularly focus on transborder issues (such as the role of expertise in 1950s activism to protect the High Fens in Belgium and West-Germany). Depending on the actual topics chosen, students can focus their research on archival work, the analysis of published sources and policy reports, or performing interviews with experts and policy-makers. The methodological problems of dealing with such sources will be dealt with in our meetings.

The MARBLE project is directly linked to the NWO-funded VIDI project ‘Nature’s Diplomats’, carried out at the University of Maastricht. This project studies the shifting role played by ecological experts in international organizations and thus directly ties in with the topic of this Marble-project. In the context of the VIDI-project collaboration has been established with ICIS (International Centre for Integrated Assessment and Sustainable Development), the Natural History Museum of Maastricht and the Natural History Society Limburg. Through organizations like these, students will be helped locating sources or interviewees.

Discussions of the extant literature on science and conservation, and the writing of a research proposal will prepare students for working out their own case-study.

This MARBLE project welcomes students from FASoS (CW/AC and ES) and the UCM, ICIS as well as from other faculties.

Coordinator: Dr. Raf De Bont, Faculty of Arts and Social Sciences

r.debont@maastrichtuniversity.nl

The Law Faculty has also opened a Marble Law-course to FASoS-students

Art and Law: The legal status of cultural property – a comparative analysis

The aim of this project is to involve students actively in the activities of the interdisciplinary MINOR: ART LAW and POLICY MAKING and in the *Ius Commune* research project organized together with the KU Leuven leading to a case book concerning cultural property law. The minor organized by the faculty of law and the faculty of arts and culture of the UM gives students from different faculties (including also UCM students and ERASMUS students) an insight in the various aspects of cultural property, intellectual property and media law as well as developments concerning heritage, cultural and museum policies. The Marble project will be linked to one course offered during this minor, namely the course: Art and Law: Free movement of Cultural property law.

As part of the activities in the context of the minor and more specifically during the course “Art and Law: Free movement of cultural property” two international conferences will be organized. One in the beginning of the TEFAF (The European Fine Art Fair) in Leuven and one directly after the TEFAF in Maastricht (March 2012). Furthermore, two books will be published concerning international developments in the emerging field of cultural property and art law. One will be based on the *Ius Commune* case book method. The other book shall be based on the various contributions by international experts invited to the two conferences. Although increasing studies on cultural property and art law are published, a volume including various legal systems that looks not only into the different cultural property legislation but also in the case law from a comparative perspective is still missing. The *ius commune* case book and the conference volume will provide these new elements, building upon other research projects carried out by and under the supervision of the lecturers involved in this project.

Students are involved in a unique way: they will participate in the preparation of the two conferences, the research necessary for the writing of the case book and by preparing an own contribution.

In the first part of the course (block period 4), students will get an introduction into the historic perspective of cultural property regulation, from ancient times to modern developments, followed by the relevant international and European framework. After this introduction students will have to familiarize with various legal national systems. This will part of the course will be based on different case studies.

In the second part of the course they will intensify their research. This research consists in literature study and case analysis. Students report back in class and write papers with feedback by the lecturer and by fellow-students. The lecturer will discuss draft chapters of the book with the students. An intranet will be set up to facilitate the group process. In addition, next to the group sessions, each student will receive individual feedback.

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