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More focus on impact

The interaction between science and society has been in the spotlight for some time now. Yet researchers and lecturers who work hard to achieve an impact on society receive relatively little recognition and support for their efforts – even in the humanities. So isn't it time to give more attention to impact?

The Wetenschapsbrief ('science letter') published at the beginning of the year emphasised once again that 'connection with society' is one of the main ambitions of the Minister's science policy for the coming years. She has therefore given the NWO an extra € 1 million to develop a pilot to

reward researchers who actively engage in a dialogue with society. This seems to be a sign that the tide is turning in the area of valuing (or rather, undervaluing) academics who endeavour to make an impact on society. People may still be debating about how that extra budget should

be spent but, as the Volkskrant columnist (and Professor of Science Communication at Leiden University) Ionica Smeets wrote in that newspaper at the end of May: "I don't care how it happens, as long as something happens." Because: "Universities always say that their core tasks are research,

education and impact on society. So you would like that third task to involve more than just voluntary work that people do alongside their real job."

Funding initiatives

The idea that the core task of impact deserves more support can

also be found in the Faculty of Humanities. Policy officer Marcel Belderbos: "Our researchers and lecturers do a vast amount in terms of contact with society. This is mainly thanks to their individual efforts; relatively speaking, the Faculty doesn't organise very much – especially

when you compare it with our other core tasks of education and research. This spring we held a meeting with colleagues and asked them what difficulties they encounter in this area, and what the Faculty could do to support them. We're now reflecting on concrete actions based on their →

Et al Achievements at the Faculty of Humanities



Book on the languages of The Hague

The Hague is known to be the Netherlands' most segregated city and also has the highest number of residents with a non-Dutch-speaking background, slightly higher than Amsterdam and Rotterdam. Around 140 nationalities are represented in the city. But how many languages are spoken there? This was a question that Ingrid Tiekens-Boon van Ostade, Professor of English Sociohistorical Linguistics, wondered about when she moved back to The Hague after living in Leiden for 41 years. She started her research by interviewing speakers of a wide variety of languages about their native language, and for three years wrote a column about these people and their languages in the Den Haag Centraal weekly newspaper. These columns have now been compiled in the book *The Languages of The Hague (Haagse Talen)*, which will be published in June by De Nieuwe Haagsche. In both Dutch and English, especially for the many 'expats' who reside in The Hague. *The Languages of The Hague* covers 31 languages, such as Russian, Polish, Georgian, Malay and Finnish. But also the Biak language, spoken on the island of Biak, which was part of the former Netherlands New Guinea, where Ingrid lived as a child. A number of the languages that she discusses can be studied at Leiden University. The book casts light on The Hague as a multilingual city – a topic on which Ingrid will also offer an MA course, starting this autumn.



New Diversity Officer

Last month Aya Ezawa (LIAS) became Leiden University's new Diversity Officer. She is the successor to Isabel Hoving (LUCAS) in this position and says that her aim is to achieve "an inclusive learning and working environment that offers the opportunity for all students and staff to reach their full potential." Aya is a sociologist and Japan expert. Her research focuses on gender, ethnicity, social inequality and social policy. It's not at all surprising that she is Isabel's successor; she has been involved with the Diversity dossier in various ways since the University's diversity policy was first introduced: "I see this role as an excellent challenge to use my experience and expertise in the area of diversity. Isabel did the very important pioneering work over the last five years; now a new phase is beginning, with the creation of a Diversity and Inclusiveness Expertise Centre to further develop and facilitate our diversity policy. I will be working closely with the Vice-Rector, Hester Bijl (portfolio holder for Diversity and Inclusiveness Policy), and with Pancras Hogendoorn, who will be representing the deans. At the moment, I'm mostly engaged in having introductory discussions with representatives from expertise centres, directorates, faculties and staff and student networks, to see how the policy can be translated into practice. We want to promote an inclusive working and learning environment based on policies that enjoy wide support." Aya will continue to work as a lecturer and researcher at the LIAS for two days a week.



Concerts by multi-talented students

Every last Thursday of the month, multi-talented students from Leiden University perform in the Lokhorst Church in Leiden. The concerts are given by students of Practicum Musicae, a three-year programme at the Royal Conservatoire in The Hague. This programme was developed by the Leiden University Academy of Creative and Performing Arts (ACPA) especially for Leiden University students with musical talent. They can choose between Classical Music, Singing, Composition, Sonology, Early Music and Jazz. Twice a year Practicum Musicae (PM) organises a major concert for all these students.

Students who participate in Practicum Musicae have private lessons with leading national and international teachers and also theory classes. They can either take the PM programme for one year or follow the entire three-year programme. They receive ten credits for each year, so the credits for the entire three-year programme are equal to a minor (30 EC).

Every last Thursday of the month: concert in the Lokhorst Church
17.00-18.00
Lokhorst Church, Pieterskerkstraat 1, Leiden

Admission to the concerts is free.

For more information about the programme, please contact Caroline Cartens: pm@koncon.nl



Results of the ATHEME multilingualism research project

After five years, the ATHEME (Advancing the European Multilingual Experience) research project has now concluded. This collaborative project studying multilingualism in Europe was led by Professor Lisa Cheng (LUCL) and received funding from the European Commission's Seventh Framework Programme. Researchers from partner institutions in Croatia, France, Germany, Italy, Slovenia, Spain, the Netherlands and the United Kingdom worked together on the project. The main aims of the project were to: (1) investigate cognitive, linguistic and sociological issues in multilingual Europe, (2) assess existing public policies and practices in the EU within the areas of education and health, and their impact on multilingualism and (3) contribute to evidence-based policy making. ATHEME aimed to raise awareness of multilingualism among policy makers, health professionals, academics and educators.

The project yielded many wide-ranging results that are essential in the multilingualism debate. For instance, it was found that both regional and heritage languages can be a good source for promoting and maintaining multilingualism. It was also shown that in some cases speaking with an accent can affect decision making. Another conclusion was that multilingualism is not necessarily a disadvantage for language development in children with a communicative impairment, such as dyslexia.

More information about these and other results can be found on the website www.atheme.eu.



Digital medieval cookbook

Krista Murchison, a lecturer in English Language and Culture, has been awarded a Comenius grant for an educational innovation project: she wants students to transcribe and edit medieval English texts and then publish these editions in open access. This will give them the opportunity to develop their editorial skills and web skills.

The project is aimed at enriching the students' linguistic knowledge, while developing practical editorial skills and also creating something of lasting value for the wider academic community. Krista: "The project, The Open Medieval Editions by Students Project (TOMES), is completely in line with my approach to teaching, which is often based on activities. I'm very much in favour of this. Educational research suggests that students learn some subjects better if they play an active role in their own learning. For instance, I've compiled a digital 'cookbook' with students, containing imaginative cooking lessons and more unfamiliar Middle English recipes. The goal was to learn more about medieval culture and its present-day relevance. I've also taught classes in a medieval castle. I come from Canada originally, and it wouldn't have been easy to do something like this when I worked for my previous employer." Cookbook: kristamurchison.com/teaching-projects/medieval-feast-2019

Read more: More focus on impact

→ recommendations. We're also exploring a number of organisational and HR aspects, including the content of evaluations. Perhaps we should introduce an annual Humanities 'impact prize' to highlight exceptional initiatives, or it might be possible to create a small fund to finance our colleagues who want to engage with society in a distinctive way."

A plan for this is in the making. But it's only a start, Marcel stresses, not the final goal. "We want to avoid offering types of support that nobody wants. So we'd like to spend some more time talking with researchers and lecturers about how the Faculty can help them in terms of impact on society. And of course everyone will still be free to choose their own way. The aim of the plan is to encourage initiatives, not to stifle them."

Benefits for society

Better support for the core task of impact is not only important for individual researchers and lecturers, but also helps to more effectively publicise the benefits of the humanities for society: the message

'As humanities scholars, we must become better at explaining why it's important to invest in our field.'

of 'Humanities Matter'. Marcel agrees that this isn't always easy, partly because the definition of 'societal value' is constantly changing. "Fortunately, things are improving now, but until recently the term 'valorisation' referred mainly to economic value – while

it's very difficult to express the value of the humanities in monetary terms. That's even more true for fundamental research. Its intrinsic value is high, because it forms the essential basis for subsequent steps that can create 'tangible' impact. If we focus too much on the societal impact, then it can be very difficult to 'communicate' fundamental research."

Independent research

Marcel can understand that some people aren't happy with the growing focus on the core task of impact. "Some researchers are reluctant to explicitly spell out and publicise the societal value of their work – and with good reason. Independent research that's not driven by topical issues will always be important, because you never know in advance when – and what – knowledge might be needed, and when that knowledge will actually have societal impact. Take research on the various forms of Islam in Sri Lanka, for example. It may not have seemed very urgent or relevant until recently, but after the Easter attacks we now know better. Then it's suddenly very useful that there are researchers who can place the events in context."

Image problem

Is society sufficiently aware of the societal value of the humanities? Marcel thinks it is: "The National Research Agenda is packed with issues relating to the humanities. And if there are developments in areas like fake news or North Korea, then everyone in the Netherlands immediately turns to Peter Burger or Remco Breuker for guidance." So how does he explain the fact that budgets in the humanities (and in other fields of the arts and social sciences) are likely to be called into question, while those of science and technology programmes are not, as exemplified by the Van Rijn Committee? Doesn't this – to put it bluntly – point to an image problem? Marcel would prefer a more nuanced explanation. "But it does

underline the fact that as humanities scholars, we have to become better at explaining why it's important to invest in our field," he says pragmatically. He identifies a number of factors that play a

'The aim of Faculty support is to encourage impact initiatives, not to stifle them.'

part: "The humanities are very diverse, of course, which makes it difficult to cover them all with just one narrative. And, unlike other fields of study, we're also not as involved in 'big breakthroughs'. We don't receive lyrical reactions from our peers because we've figured out more about the Higgs boson or black holes; we're actually more likely to disagree with each other. And that's also our strength, because it helps us to keep discovering new and better insights, which have a big impact on society. But those disagreements make our work more difficult to 'sell'. I also think people are too optimistic about the resources that are needed by researchers in the arts. In exactly the same way that science and technology researchers need budgets for labs, test rigs and prototypes to make their discoveries, the explanatory insights of people like Breuker and De Graaf don't just come 'out of the blue' – they're the result of a great deal of research and human resources. In the case of arts researchers, I think too much is attributed to individual qualities, while the influence of the facilitative academic world around them is underestimated. This is another reason why the Faculty is now investigating better ways to assess, facilitate and publicise the societal value of our work."





'There's no evidence that China wants to export its ideology'

Huawei's exclusion from construction of the 5G network (at least temporarily), ASML's highly emphatic denial of Chinese state involvement in the recently discovered industrial espionage: China's rising power is a growing cause for public disquiet. Where does it come from and how justified – or otherwise – is it? An interview with Frank Pieke, Professor of Modern China Studies in our Faculty and Director of the Mercator Institute for China Studies in Berlin (MERICS).

Frank Pieke, Professor Modern China Studies

What has caused this sudden disquiet, given that China's rise as a superpower clearly didn't just happen overnight?

"There's never actually been a debate in the Netherlands about what the implications of China's rise as a superpower will be for us. We're quite late with this. I see two causes for the growing resistance. Since 2015, President Xi Jinping has been presenting himself as the leader of China, the new global power, and he's been doing this in an increasingly aggressive and personal way. The second reason is that Donald Trump said a lot in his election campaign about China's unfair trading practices in relation to the United States."

So Trump portrayed the Chinese in an unfavourable light?

"Ultimately, yes. But first he sent them in the wrong direction. As soon as he was in power, in his first meeting with Xi he gave him exactly what he wanted: an America that was not very demanding, was eager to do business with China and could even become its partner. This nurtured the idea in the Chinese that they could do whatever they liked. In the party congress of 2017, Xi Jinping announced that China was going to develop into a global power, and that it would all start to happen now. It was only then that the climate in Washington changed, and the thumbscrews were gradually tightened on China, with import and trade restrictions and all kinds of allegations from Trump. After that, China's policy in Western countries – but not only there – changed quickly and radically."

Do we know what China's real ambitions are?

"The country has big ambitions to build up a strong army, with the ability to provide 'active defence'. It isn't entirely clear what that means. China also wants to fundamentally restructure its economy in the long term and to become the world leader in innovation,

technology and science. The 'Made in China 2025' strategic plan prioritises ten industry sectors, from information technology and robotics to railway equipment and medical products."

At first sight, these aren't exactly surprising or alarming goals...

"That's right. If you asked for a list of goals in The Hague or Berlin, it would no doubt be very similar. The important difference is that China's aims are on a larger scale and also that the leading role of the state is much greater there than in any Western economy."

Is it mainly about power and money, or does China also want to disseminate its political ideas around the world?

"There's no evidence that China wants to export its model or ideology; it isn't interested in creating a world revolution or imposing its own system. But you can see that weaker countries, particularly in Africa and Asia, are very interested in the success of the Chinese governance model. If they want to copy that, then Beijing is very happy to help them."

Is the disquiet about Chinese influence on our society unjustified, then?

"No, not at all, but I don't think it will have too much impact in the Netherlands. The risk of China gaining an unacceptable level of influence here is very small. But there are a few local politicians who are influenced by the Chinese government, and industrial espionage has been discovered. We can also see that China is trying to steal knowledge and ownership of technology – either through a partnership or a takeover. That isn't exactly a case of influencing, but more making use of what we have. So the ball's in our court. We have to be alert and most importantly have to change our rules: to state explicitly what we will and won't permit, and also make it

mandatory to apply these rules."

So where does the danger lie?

"A number of think tanks in Brussels are clearly under Chinese influence. We also see bribery of politicians, espionage and intellectual property theft. And there's a problem with China's influence on countries in eastern and southern Europe. They haven't actually been bought, but they're certainly indebted to China because it has made large investments there. Sometimes the relationship with China also offers them convenient leverage to gain more influence in Europe."

Surely these are serious matters?

"Yes of course, but I have to add immediately that these are limited and small-scale practices, which any self-respecting superpower will engage in – including the US. China also tries to influence public opinion and to promote its interests in Europe with propaganda and conferences for influencers and former politicians. But this usually goes hardly any further than the standard lobbying practices in Brussels and Washington."

What role can universities play to improve the relationship with China?

"In the Netherlands I see a tremendous lack of policy-relevant knowledge about China. There's a big gap between what students and staff are doing and what's needed in society. In Humanities we have some excellent Sinologists, but the policy relevance of their work should be much greater. The same applies for faculties in Groningen and Amsterdam."

What issues are you referring to here?

"What does China's 'Belt and Road Initiative' entail for us? What will happen in joint ventures between European countries and China in →

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‘There’s no evidence that China wants to export its ideology’

→ the area of science and technology? We aren’t conducting anywhere near enough of this kind of research. Academics need to focus their research more on the question of what developments in China mean for the rest of the world. I say this as the Director of the MERICS think tank in Berlin, which produces this kind of knowledge.”

You mean we’re talking about the rise of a superpower, but we don’t ask these questions enough?

“I’ve often noticed that there isn’t much demand for this from people on the outside. The government assumes there’s no point in asking academics about these issues, and there’s no dialogue between academic Sinologists and policy makers. Although the government recruits some Sinologists for Foreign Affairs and other ministries with China portfolios, there’s virtually no direct influence from people who work with China in the academic field. My colleague Rogier Creemers at LIAS and I are the only ones who are doing this in the Netherlands, and that’s really very strange.”

These superpower ambitions must be generating a growing interest in China Studies?

“No, in fact it’s declining. China’s political importance in the world is inversely related to the number of students. China is uncool and dangerous, and oppresses the Tibetans and Uyghurs. Many Dutch people have the remarkable attitude of turning a blind eye to anything that they see as dangerous or threatening.”

Chinese people often come here to study. Should we be extra careful about this?

“We’ve initiated an awareness-raising process to make it clear that not all students from China are equally nice and well-meaning. The People’s Army sends out a small number of students to acquire knowledge about military technology. This is naturally a serious issue, so we have to look very carefully at whether students are bona fide – although it mainly goes on at the universities of technology. But 99 per cent of Chinese students are here without their government’s knowledge. They pay for their studies themselves and at the end of the year they will often go back to China to build a career.”

Finally: is China’s influence a danger to our society?

“China is a partner, a competitor and a rival. Our relationship with China is becoming increasingly problematic, but I hope it won’t result in polarisation between a Western camp and a Chinese camp. To avoid war and conflict, I think it’s crucial to aim for partnership and more globalisation. We need to guard against improper practices, but continue to see China as a partner.”

Colofon

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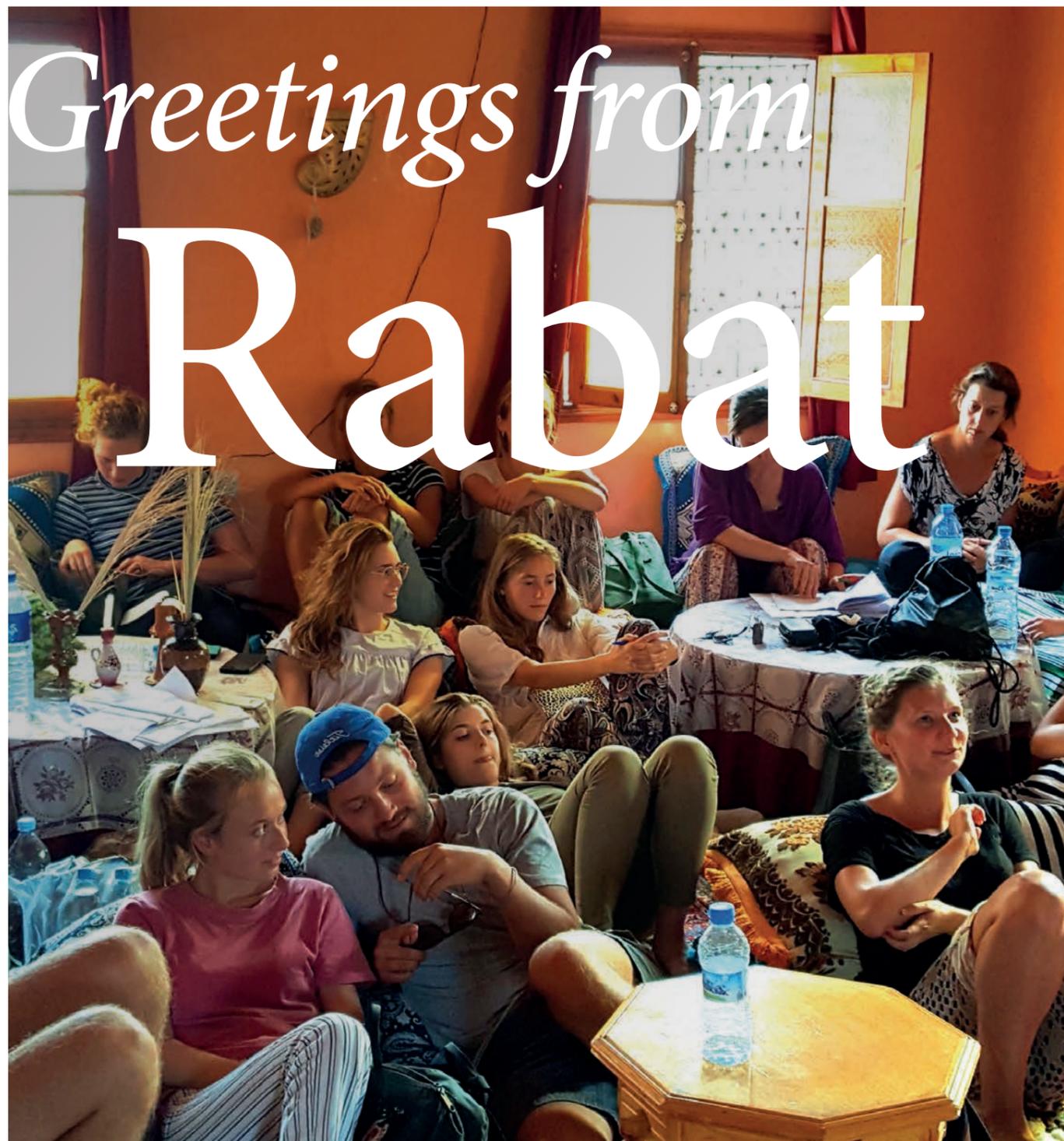
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Palm trees outside the windows of the lecture rooms, the sounds and scents of a North African city, distinctive architecture and the Atlantic Ocean in the distance: it’s all a world away from the canals of Leiden and the Lipsius Building. Yet this exotic setting is home to an institute that’s just as much part of us as, for instance, the LIAS and LUCL: the NIMAR.

NIMAR, the Netherlands Institute in Morocco, is Leiden University’s expertise centre for Moroccan Studies. It’s the University’s only institute for education and research that’s located in another country, says Léon Buskens, the Director of NIMAR. “The only other Leiden institute outside the Netherlands is the Institute of Southeast Asian and Caribbean Studies in Jakarta, but the main focus there is the library collection.” NIMAR became one of the institutes within Humanities in 2016; before then, it was a national institute funded by the government. It was taken over by the University in 2016 when the government was cutting back on cultural grants. Léon: “This shows that the University is serious about its own efforts to achieve diversity, and not only because there are 400,000 Dutch people with a Moroccan background, some of whom may want to know more about Morocco. The Institute can also make a contribution to the important public debates that are currently ongoing, about issues such as social cohesion, Islam and migration.” Earlier this year, it was announced that the Ministry of Education, Culture and Science has given NIMAR a positive assessment and awarded funding on a permanent basis.

A neighbour of Europe

Léon identifies a number of reasons why Morocco is such an interesting and relevant area for study and deserves its ‘own’ institute. “It has a rich history, and great cultural diversity – for example, several Berber languages are spoken here, in addition

to Arabic, French and Spanish. And did you know that in 1610 the Netherlands was the first European country to sign a treaty with Morocco? It’s also interesting that Morocco is increasingly positioning itself as the leader in economic terms in North Africa. At the same time, it’s a window on Africa – just think about the migration flows from sub-Saharan Africa. Morocco is a neighbour of Europe: from Tangiers you can see Spain. And you have to get to know your neighbours!”

Exceptional international experience

NIMAR’s primary task is education, therefore much of the time and energy of the Institute’s 9 FTE are dedicated to this. Each semester it offers a full curriculum of 30 ECs. In the autumn, this is an English-taught minor, Culture and Society in Morocco. Léon: “We now receive around thirty students for this minor, not only from Leiden but also from other Dutch universities, because it’s open to all students enrolled in Dutch higher education – including international students who are studying in the Netherlands. So for the minor especially we have a very international community here, with people from all kinds of countries.” In the spring semester the focus is on language acquisition; this programme currently attracts around ten students, but the aim is to increase the number in the future, Léon emphasises. “The students receive a truly exceptional international experience, while at the same time continuing their studies as usual within the Leiden system.”



Facts & figures about Morocco and NIMAR

NIMAR is located in the university city of **Rabat**, the capital city of Morocco with a **population of ca. 800,000**. The university is called the **Mohammed V University** and is named after the grandfather of the present King of Morocco, Mohammed VI, who ascended to the throne in **1999**.

Morocco's annual exports of products to the Netherlands are worth around **€ 492 million**, while the Netherlands' exports to Morocco total ca. **€ 1 billion**. Vegetables, fruit and fish are among the most important products exported from Morocco to the Netherlands.

Each year around **40 students** come to NIMAR for the minor and the language acquisition programme. In addition, NIMAR receives around **500 guest students** per year, who visit the Institute on one of the ca. **25 study trips** for universities of applied sciences (HBO) and other educational institutions. The students who followed the minor and the language acquisition programme at NIMAR in the 2018-2019 academic year represented **8 nationalities**.

Each academic year, around **10 students** work on their thesis in Rabat and the same number of guest researchers from various countries make use of the NIMAR facilities.

The last international soccer match between Morocco and the Netherlands took place on **31 May 2017** and the score was **1-2**. There are currently **9 colleagues** working at NIMAR: 1 director, 1 institute manager (who also teaches part-time), 2 coordinating teaching staff members, 1 academic information specialist, 1 teaching assistant (particularly for the HBO students), 1 receptionist, 1 messenger and 1 cleaner. The Institute also has a network of guest lecturers from Morocco and other countries. NIMAR's students, teaching staff, guest lecturers and visitors drink **600 cups of coffee** a month. When the Institute receives study trips, an average of **10 kilos of biscuits** a month are consumed.

One of NIMAR's tasks is to establish a library collection in the area of Moroccan Studies. The Institute's reference library currently contains around **2,000 books**, and since 2016 more than **5,000 titles** have been purchased for the University Library.

NIMAR'S Advisory Council is chaired by **Ahmed Aboutaleb**, the mayor of Rotterdam. Other members include **Désirée Bonis**, the Ambassador of the Netherlands in Morocco, **Marjo Buitelaar**, Professor of Contemporary Islam at the University of Groningen and **Colonel Ali Eddaoudi**, Head of Islamic Spiritual Care of the Dutch armed forces.

In Morocco you can both ski in the High Atlas and surf in the Atlantic Ocean. The Moroccan government hopes to receive around **20 million tourists** per year by 2020, and as part of the plans to achieve this is currently implementing the Vision 2020 plan, aimed at improving the infrastructure of the entire country.

To the Sahara

What exactly do the students learn, then? "They attend lectures and seminars given by our teaching staff and Moroccan guest lecturers on, for instance, the history, politics, culture and economics of Morocco and on the Arabic world. But we have an extensive programme of excursions too, such as visits to companies and to other cities. We also take the students on a field trip for nearly a week to a palm oasis on the edge of the Sahara, to give them an idea of rural life. And of course our students also acquire general academic skills, such as observation, writing reports and conducting interviews."

Research and receptions

Out of all the NIMAR staff, only Léon himself has just one day a week available for research. "You can't do very much in that time," he says realistically. But research is still one of the domains where the Institute operates. "After the initial structuring phase over the past three years, the time has now come for consolidation and further expansion of our activities. We want to establish research networks, connecting researchers from Dutch institutions with researchers in Morocco and other countries."

In addition to education and research, NIMAR also hosts around 25 study trips a year, usually for students of universities of applied sciences (HBO) who are following study programmes in, for instance, social work, nursing, international business and teacher

training. Léon: "It all takes a lot of organising, particularly because personal contact is tremendously important in Morocco. You have to maintain your contacts well, and devote a great deal of personal attention to them."

Out of the Dutch bubble

NIMAR aims to give students a thorough immersion in Moroccan society. An important resource for this is the hospitality of host families, who offer accommodation to the students. Staying with them often makes a deep impression, as the various blogs on the NIMAR website show. "After just a week, I know my way around the medina, walking in and out of the narrow alleys; I can explain to other people that you hold the bread between your fingers and use it as 'cutlery'; I no longer have to think about how to pronounce my new sisters' names, and now feel that eating at half past eight is early," writes one of the students about her first experiences with her host family.

"We don't want students to live in a Dutch bubble during their stay in Rabat," Léon says, "but we can't make it compulsory for them to stay with a host family. In fact, some students rent their own apartment with one or two others after a couple of weeks. However, we encourage students to go exploring, to find out about Moroccan society. And anyway, Rabat is very inviting in this respect. It's a real university city, offering many options for cultural outings and a great range of different entertainments."

Future plans

NIMAR is currently developing an Honours Class in Rabat, in collaboration with Leiden University's Faculty of Humanities and Faculty of Social and Behavioural Sciences. This class will focus on 'culture as soft power', and the students will conduct research on the role of culture within international relations. In the context of valorisation of the Institute's available expertise, NIMAR is also working with the Ministry of Foreign Affairs on a three-year programme. With culture as an important theme, this programme is intended to help strengthen relations between the Netherlands and Morocco.



Three questions about educational innovation

Learning@LeidenUniversity, our Vision on Teaching and Learning, presents eight ambitions. The Faculty of Humanities concentrates on three of them. Sanne Arens, programme manager for educational innovation in our Faculty, describes these ambitions in more detail.

1. // WHICH THREE AMBITIONS AND WHY?

“Here in Humanities we think it’s important to focus on what we already do well and where we see further opportunities. This is why we’re concentrating on these three ambitions: integration of research and teaching, skills development and employability enhancement. Integration of research and teaching has always formed the basis for our university education, and it also raises the profile of the University and our Faculty. Students say that our study programmes could be improved in terms of how they relate to the job market and enhance employability. They want to know what they will ultimately be able to do when they graduate. Our aim is to educate our students to become critical thinkers who can make a broad contribution to society in their further career. In the area of skills, the emphasis within our programme is mainly on ‘transferable skills’, which are also useful outside the University. As regards employability, our alumni work in a wide range of positions, therefore it’s important for them to learn skills during their studies that they can use in many different professions. So you can see that the three ambitions we’ve chosen are actually closely interrelated.”

2. // HOW DOES HUMANITIES FULFIL THESE AMBITIONS AND WHAT ARE THE RESULTS?

“We want to make sure that our education is fully state-of-the-art in the area of these three ambitions. First we discussed exactly what ‘state of the art’ in three working groups, which then offered advice and guidelines for how the three ambitions should be realised within our Faculty and our education. Next we asked study programmes and teaching staff to make proposals, partly on the basis of this advice, for innovating our education. It was important here that teaching staff really had the time to develop innovations. This resulted in courses, specialisations and sometimes even entire study programmes being redesigned. Some study programmes are creating learning pathways in the area of employability enhancement or skills, while others are working on ways to engage students with research from the very beginning of Year 1 of the bachelor’s programme. Other study programmes are also looking at the impact of the digital world on our education and how to give digital skills a place in it.”

3. // WHAT OTHER PLANS DO YOU HAVE FOR THE FUTURE?

“For both integration of research and teaching and skills, we’re currently developing learning pathways in the curricula, in line with the working groups’ recommendations. At present, the students in some study programmes might hear a little about research in the first year and then suddenly be confronted in the third year with having to design a research study for their thesis. We want research to be a topic that’s covered in every year of the study programme, and want students to recognise this. The transferable skills working group, led by Marlous Dekker, has already published a handbook on the possible ways in which teaching staff can help students to acquire more of these skills. A number of learning pathways have been outlined on the basis of these domains, which study programmes can use to enrich their curriculum. For employability enhancement, we’re producing a plan to improve the provision of information via the University’s websites and collaboration between different parties. Students need easy access to information about internships, alumni experiences and what the Humanities Career Service can offer them. The same applies for teaching staff: when they have all the up-to-date information, they’re even more able to activate their students in preparing for their career.”



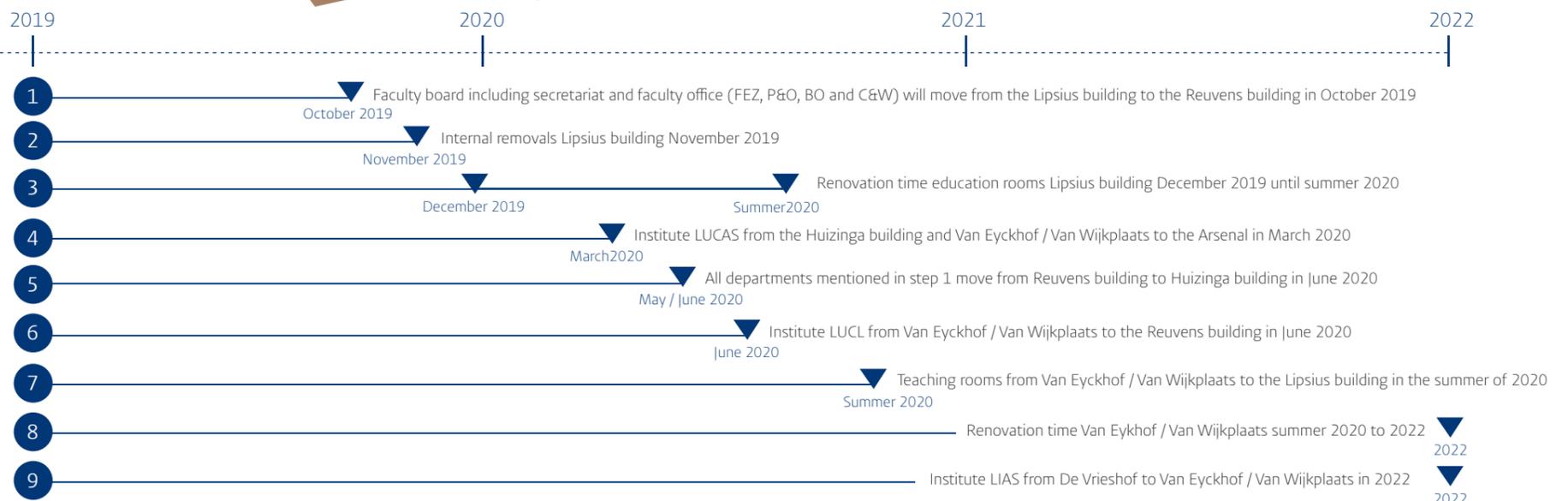
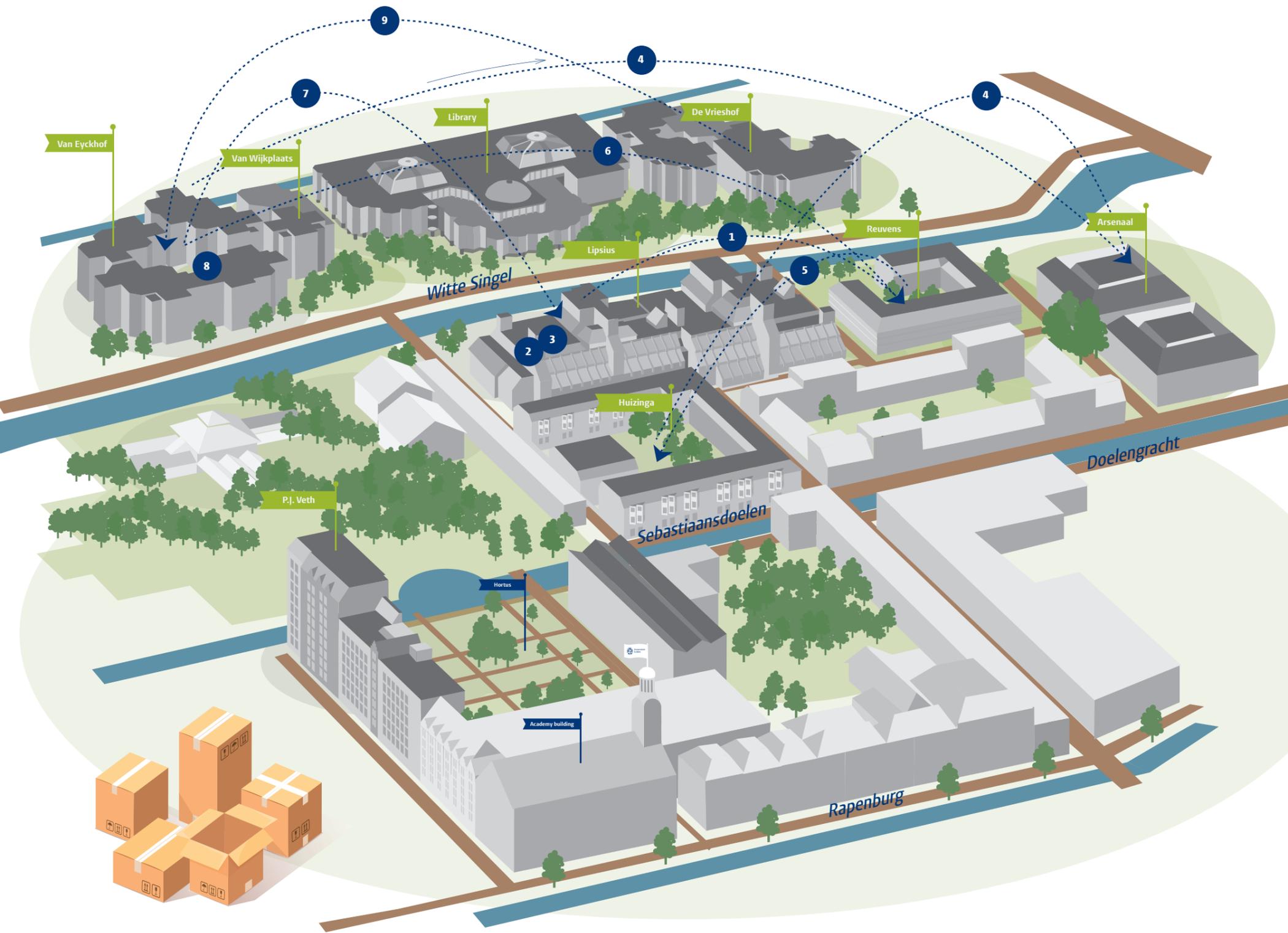
In March 2017 the University presented its vision on teaching and learning for the next five years:

eight ‘ambitions’ aimed at ensuring that students enter society as skilled and engaged citizens. Each faculty has set its own priorities in implementing this vision. For more information, please see the online ‘Vision on teaching and learning’ dossier:

universiteit.leiden.nl/dossiers/onderwijsvisie/

Relocation planning Humanities Campus

The Humanities Campus is increasingly taking shape. These steps are planned for the next three years.



444

Celebrating 444

This year is Leiden University's 444th anniversary, which naturally calls for a celebration. Here is just a small selection of the activities that are planned over the coming months:

- > Manhunt - 14 September (The Hague)
- > Humanities Matter art route - on display until 8 July
- > Urban Trail - 7 July (The Hague)
- > Humanities Party Night - 12 September (Stadsgehoorzaal)
- > Neighbour Day - 28 September
- > 444 in the 3 October Parade
- > Science & Cinema - 1-11 November

The following initiatives run for the whole 444 year:

- > Timeline through the Lipsius Building
- > Podcast: Science Shots
- > Leiden - The Hague Cycle Route 44.4 km
- > University game HORA EST!
- > Rembrandt Route

Column the personal vision of a member of the Faculty of Humanities:

How Trump changed my life

When it finally became clear in the early morning of 9 November 2016 who would be the 45th president of the United States, I had no idea that Donald Trump would change my life. My thoughts of the future extended no further than 'I must go to bed right now', because I and forty Journalism and New Media students and colleagues from the University had just stayed up all night reporting on the election from the Sleutelstad FM studio. Struggling with wifi that couldn't handle so much journalistic enthusiasm, and sustained by the banjo playing of our colleague Willem Koetsenruijter and a giant pan of chicken legs, made by the mother of one of the students.

Trump was becoming synonymous with 'fake news'. He accused CNN of broadcasting fake news and he, in turn, was branded a serial liar by fact checkers. And a new hazard was also emerging: voters who were being deceived by fake messages posted by trolls. By chance, we had already been working on this for years: reliability, fact checking, urban myths in the news and on social media. It was a comfortable niche where we did our research, taught classes and published fact checks with students. Until Trump.

Suddenly our niche was big news. Nieuwscheckers, the educational project run by Alexander Pleijter and myself since 2009, became a hype. We hit the news in Macedonia by unmasking fake news operators from that country. Ministries and embassies asked to consult us.

The telephone rang off the wall, our inbox exploded. Even now, two and a half years later, the interest hasn't subsided. Every week we receive emails from school students wanting to do their final-year project on fake news. All kinds of clubs are hoping for a presentation, ranging from the Anne Frank Foundation to the Sugar Information Centre and the Society of Obstetrics and Gynaecology. All thanks to Trump.

The hype opened doors. Facebook asked us to check messages. We now work with fact checkers from Belgium, France, Denmark and other countries. With colleagues from Data Science at Leiden, we measured the penetration of junk news on Facebook. We're working with Flemish whizzkids on automatic fact-checking software. I've visited the EU's anti-propaganda unit in Brussels and been regaled with intellectual and culinary delights at a fact checkers retreat in a country house in Italy.

Thanks to Trump, the sections for outreach and valorisation in my annual Performance and Development Interview form are always too small for all the presentations and press contacts. Fantastic, because you naturally hope that your work will have an impact outside the University too. But the pages of my diary are also too small for all the requests. And unlike teaching and research, valorisation is not expressed as a percentage of your job description.

A more serious problem is that this lack of time and resources also applies for the entire fact-checking project: just like the demand for fact checks, our ambitions are bigger than our budget. Thanks to generous donations, in May we've been able to check the claims of politicians in the run-up to the European elections. But for continuity – and beyond: we actually have dreams of a national expertise centre – we need more than crowdfunding and more than the University can fund.

So we need to find a patron. An American real estate billionaire perhaps, with a burning interest in fake news. Hmm...



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You can't possibly have missed it: this year is Leiden University's 444th anniversary. This special celebration offers opportunities to do things slightly differently from normal, and in the process to meet each other in unexpected ways. For instance, at the average New Year's drinks party you'd be unlikely to encounter students raising money for charity by selling home-made toffee apples. And what on earth are all those lines that suddenly appeared in the hall of the Lipsius Building? We've already seen many amazing things happen in the first few months of this year: from professors giving guest classes in primary schools, theatres and cafés to Family and Friends Days in both Leiden and The Hague. And the celebrations certainly aren't over yet! There's a list on this page of some of the activities planned for the coming months. And of course you can also keep an eye on the activities online, via www.universiteitleiden.nl/humanities444.