DESCRIPTION:
The main aim of this course is to provide the student with an overview of both established and contemporary knowledge in the area of social and cultural psychology, and to facilitate the student in gaining insight into the ethnocentric nature of western psychology. This course offers a combination of key areas in psychology (e.g., social psychology, emotions, mental health) each viewed through a cultural lens. A further component focuses on an applied area – intergroup relations in the Netherlands - thus providing an opportunity for students to apply their acquired knowledge in a current cultural context in the Netherlands. It is hoped that the approach taken in this course will complement and enrich the student’s experience while living and studying in a new culture, on both academic and personal levels.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
- Lectures
- Class discussions
- Student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:
- Course Participation - 10%
- Report - 20%
- Weekly Moodle Posts - 10%
- Mid-term Exam - 20%
- Presentation - 20%
- Final exam - 20%

Course Participation
Active class participation
Students are required to attend all classes and to actively participate in discussions and in-class assignments. The grade for participation is based on active involvement in class discussions (with the acknowledgement that some need encouragement to express their views or raise questions) and knowledge of the assigned literature.

Grading Rubric for Student Participation
A Excellent participation
Your contributions reflect an active reading of the assigned bibliography. An ability to skillfully synthesize the main ideas of the readings and raise thought-provoking questions about the applications and implications of the material is also shown. You demonstrate, through unique questions and comments, that you are capable of relating the main ideas in the readings to the other information discussed in the course and with your own life experience. You make highly informed judgments about the readings and other ideas discussed in class, consistently providing evidence and reasons. By respectfully allowing others to speak and stating your reactions about other classmates’ opinions, you exhibit a capability of contributing to the discussion spiral with further inquiries. The level of active involvement in the completion of the class activities is exceptional.

B Very good participation
Your contributions show that the assigned materials are read. Majority of the time you show a comprehensive understanding of the main ideas identified in course material and class discussion, although sometimes it seems that applications and implications of the information read were not properly reflected upon. You are respectful of both others’ time to speak and the ideas they offer. Additionally, you show an ability to construct over others’ contributions and respond in a positive manner in moments of disagreement. Regular involvement in the activities is observed and the quality of your contributions is solid.

C Regular participation
You indicate a regular reading of the bibliography but in an insubstantial manner. You attempt to build on others’ ideas but commonly provide comments that indicate lack of preparation about the material. Frequently, your contributions have little unique characteristics or are unarticulated with the discussion at hand.

F Insufficient participation
Consistently, your contributions about readings display a disconnected or inactive involvement with the text. You do not participate in an informed way, and also show a lack of interest in constructing over others’ ideas. Several unjustified absences have been reported.

Report
Students will analyze a movie or a commercial of their own choice. The analysis will be through the lens of the topics discussed in class in relation to stereotypes, prejudice and discrimination.

Weekly Moodle Posts
Students will be asked to post at least two discussion questions about the weekly readings.

Mid-term Exam
The mid-term will be a written exam composed of short-essay questions and will cover the material from the first half of the course.

Presentation
Students will pick from among the topics we covered during the lectures and discuss their real life applications. Examples where culture and psychology intersect are all around us, allowing students to choose from current societal issues (e.g., their own cross-cultural encounters). During class presentations, students will elaborate on the reasons why they chose the topic, place this topic in the context of cross-cultural psychology and identify the ways in which concepts and theories that we discussed in class have affected their viewpoint.

Final Exam
The final exam will be a written exam composed of short-essay questions and will cover the material from the second half of the course.

LEARNING OUTCOMES:
By the end of the course, students will be able to:
• outline and discuss psychological concepts and theories of cross-cultural psychology
• apply psychological concepts and theories of social and cross-cultural psychology to their own experience of cultural adaptation and awareness
• appraise the relevance and applicability of psychological theories developed in European and American culture to different cultural contexts
• debate the relevance and applicability of Western approaches to diagnosis and treatment of mental health problems in other cultural contexts
• apply their knowledge from the course to a current socio-cultural context in the Netherlands

ATTENDANCE POLICY:
Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend.

If a student misses a class without an excuse, this will lead to a deduction of their final grade of one-third of a letter grade for every additional unexcused absence (for example, A- to B+).

Excused absences are permitted only in case of:

• Health issues (including a doctor’s note);
• A recognized religious holiday traditionally observed by the particular student;
• A grave incident affecting family members;
• Conflicting academic commitments, only when communicated well in advance;

Any other absences (such as missing a flight) are unexcused.

If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program

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COURSE-RELATED TRIPS:
• None

REQUIRED READINGS: