CIEE Online

Course Title: Psychology of Transition and Transformation
Course Code: PSYC 3001 CIEE / POLI 3002 CIEE
Programs offering course: Summer Online
Language of instruction: English
U.S. Semester Credits: 3
Contact Hours: 45
Term: Summer 2020

Course Description

What happens when you suddenly find yourself in the society of unknown rules and most of your previous knowledge is useless? What are the psychological pre-conditions but also consequences of the political changes in 1990s and how can we account for them in psychological terms? How can we link them to some social issues moving society now? Those will be the key questions we will elaborate in this course, which is open to students of all disciplines. We will discuss problems related to socialization in the totalitarian regime, demands political changes towards democracy put on individuals in the society and whether we can find traces of these unique experiences in current society.

We will apply general psychological terms and theories and use them to explain the influence of the totalitarian past on societies and individuals. Cultural specifics related to non-violent change of the society from totality to democracy will be discussed. The concept of the post-totalitarian syndrome will be presented and further analyzed in relation to some current issues in today’s society, such as xenophobia and prejudice towards immigrants or other minorities. Interesting changes are also implied in the term of gender equality and LGBTQ issues. We will also employ perspective of critical social psychology which enables us to see some psychological issues in a broader societal context that might be particularly useful in transforming countries.

Learning Objectives

By completing this course, students will be able to:

• apply general psychological terms and theories for explanation of experiences of totalitarian past on society and individuals;
• understand and explain societal specifics in the context of transition of society;
• understand terms such as post-totalitarian syndrome and use the to understand contemporary society;
• compare and contrast psychological problems that appear in connection to transformation in society with other similar difficulties in their own home cultures;
• understand role of civil society in democracy and social and psychological conditions for and effects of civic engagement;
• be able to analyze social problems employing the perspective of critical social psychology.

Course Prerequisites

Introductory course to psychology or its equivalent is an advantage.
Methods of Instruction

The course will be taught online consisting of informal lectures and seminars. The seminars will involve class debates, presentations and workshops on selected topics. There will be at least one guest lecturer invited to this class.

Assessment and Final Grade

1. Midterm test 20%
2. 4 Reflection Journal Entries 40%
3. Final Academic Paper 20%
4. Participation 20%

Course Requirements

Midterm Assignment
Students will conduct and present one interview with a chosen respondent. Relevant topics will be discussed during classes. Students will do a critical analysis of the interview conducted and submit a 1500 word report (Times New Roman, Font size 12, double-spaced, referencing is not part of the report) of the major points in the interview conducted.

Time on task = 12 hours

Reflection Journal Entries
A total of four reflection entries will be required from each student, each about 500-words long. The papers should reflect on the course topics, readings, discussions, etc. pertaining to the content of the class and should examine a theme beyond the reading and/or class discussion. The choice of the readings or themes is upon recommendation by the instructor. Intellectual queries are welcome and a reflection based on one’s own application of the knowledge.

Time on Task = 16hrs

Final Academic Paper
The final course work consists of writing a research paper in which an analysis of the constituent parts and their subsequent synthesis will be assessed. One of three topics suggested by the instructor will be graded as to whether the thesis of the paper is well defended and counterarguments are dealt with equally (Grade A), whether the thesis is supported sufficiently (Grade B), whether the thesis is clearly constructed without sufficient arguments presented for either the arguments or counter-arguments to the thesis (Grade C), or whether the paper only marginally touches on the theme of the course and at least some part of an argument is present (Grade D). A total of 2000-2500 words with an adequate list of scholarly references will be required.

Time on Task = 20hrs
Participation

Participation is defined as meaningful contribution in the digital classroom, using the resources and materials presented to students as part of the course. Meaningful contribution requires students to prepare in advance of each recorded session and regularly engage with the resources, discussions, reflective assignments, and all other online learning activities. Students are required to demonstrate engagement with course materials, for example, through insightful, constructive comments and by using subject-appropriate terminology in: online discussion boards, peer-to-peer feedback (after viewing the presentations of others), interaction with guest speakers, where available, and submissions related to other outside-of-class activities. Students should ensure that submitted commentary balances opinions, general impressions, and specific and thoughtful criticisms or contributions. Grades are based on the content, depth, and quality of the aforementioned types of meaningful contributions as measured per the Participation grading rubric in Canvas.

Students are also expected to use the Canvas inbox for communicating any clarifying questions they may want to ask about assessments or other course requirements.

Technology Requirements

Participation requires access to a computer with microphone (a headset and microphone are preferred over built-in sound devices) and webcam; a stable and strong internet connection; and a quiet and well-lit environment.

Attendance

Attendance Expectations: In an asynchronous online learning format, attendance takes the form of active student engagement:

- in instructional activities, course content, course tools
- with the course instructor, other students, and
- by timely completion of all assessments.

“Attendance” is more than just logging into the course on Canvas. Students must establish a record of participation in academically related activities in order to comply with this requirement. Academically related activities include, but are not limited to:

- submitting an academic assignment;
- taking an exam or quiz;
- attending a study group that is assigned by the instructor;
- participating in an online discussion about academic matters, designed by the instructor; or
- initiating contact in Canvas with the instructor to ask a question about the academic subject studied in the course.

Academically related activities do NOT include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation
- contributing to or engaging in the CIEE Orientation or Community Course(s)
First Week of Class: Online courses officially commence on the first day of the term. Students must demonstrate engagement in class by no later than day 5 of the term, or risk being administratively dropped from the course with no opportunity to re-enroll. Students administratively dropped from the course for failure to engage will be considered withdrawn from the program and subject to CIEE financial withdrawal policies and fees.

Duration of Course: Continued, regular class engagement is required throughout the scheduled duration of the course, and disengagement will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for completing courses online, consistent failure to engage in the course on a weekly basis (defined as failing to engage for two or more weeks of online learning) will result in a formal written warning from the CIEE Center Director. CIEE instructors / staff will monitor student engagement on a weekly basis. The weekly schedule below outlines due dates for asynchronous learning activities for this course.

N.B. Please note the class schedule is subject to change if opportunities arise to enhance the curriculum.

Weekly Schedule

Class 1: 
**Introduction to class, course plan and requirements.** Coping with culture shock. Cultural adjustment and adaptation. Discussion of students’ reflections on their cross-cultural experiences. Group activities. Class contributes to a discussion board on the question, what is culture shock?

**Required readings:**


Time on Task=2hours

Class 2: 
Socialization in the totalitarian regime: Military regimes, coup d’etats and psychological implications on society

**Required Reading**


Time on Task=1.5hours

**Perspectives on the psychology of transition, psychological analysis of life in the totality. Psychologists on conformity and social influence.**
**Required reading:**


Time on Task=1.5hours

**Class 3:** Non-violent conflict resolution- Post-totalitarianism as a psychological reaction to political development. And the role of the media.

**Required Readings:**

Adu-Boahen – The Sphinx

Students submit Journal 1 on Human behaviour under totalitarian regime

Time on Task=2hours

**Class 4:** Civil society and its role in the political changes and civic engagement.

**Required reading:**

Time on Task=2hours

**Class 5:** Class submits mid-term assignments

Time on Task=2hours

**Class 6:** Prejudice in the perspective of traditional and critical psychology. Understanding different approaches to studying prejudice. Theoretical basis for further analysis of some features of society.

**Required reading:**

Time on Task=2hours
Class 7: **Xenophobia and prejudice in society, minorities and poverty.**

**Required Reading:**


Students submit Journal 2 on Prejudice

Time on Task=2hours

Class 8: **People at margins, LGBTQ perspective.** Guest lecture & Reflection.

**Required reading:**

Time on Task=3hours

Class 9: **Psychology of gender**

**Required reading:**


Students submit Journal 3 on LGBTQ lecture reflection

Time on Task=2hours

Class 10: **Transformation of social services – focus on psychological and psychiatric care.**

**Required reading:**


Time on Task=2.5hours

Class 11: **Alternatives, community care, implications of the critical psychology perspective in supporting public well-being.**

**Required reading:**

Time on Task=2hours

Class 12: Class evaluation and reflection. Submit final essay and reading response

Time on Task=3hours

**Course Materials**

**Required Readings**


