



## **CIEE Prague, Czech Republic**

<b>Course Name:</b>	Psychology of Transition and Transformation
<b>Course Number:</b>	POLI 3001/PSYC 3001 PRAG
<b>Programs offering course:</b>	CES, CNMJ
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### **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 90s and how can we account for them in psychological terms? How can we link it to some social issues moving the Czech society now? Those will be the key questions that we will elaborate on in this course, which is open to students of all disciplines, however the focus is on psychology not history or other disciplines. Different theoretical perspectives would be used, while critical social psychology would be the main theoretical source. We will discuss problems related to socialization in the totalitarian regime, demands political changes towards democracy put on individuals in the Czech society, and whether we can find traces of these unique experiences in current society. Communist regime was strongly linked with regulated socialization in chosen institutions and forced civil participation, which in fact meant people exiled to private life and resigned on authentic community participation. Has this changed so far?

We will apply some general psychological terms and theories and use them for explanation of experiences of totalitarian past on the Czech society and individuals. Cultural specifics related to non-violent change of the society from totality to democracy will be discussed. Concept of post-totalitarian syndrome will be presented and further analyzed in relation to some current issues in the Czech society, such as xenophobia and prejudice towards immigrants or other minorities. Interesting changes are also implied in terms of gender equality. We will have a closer look at the transformation of the health and social services, particularly in regard to mental health.

### **Learning Objectives**

The course objective is to help students to reflect upon their own cross-cultural and political experiences and understand some specific cultural, social and psychological features of the Czech society.

By the end of the semester students will be able to:



- apply general psychological terms and theories for possible explanations of experiences of totalitarian past on Czech society and individuals;
- understand and explain societal specifics in the context of transition of the Czech society;
- compare and contrast psychological and social problems that appear in connection to transformation in the Czech society with focus on people on the societal margins;
- analyze different social problems employing the perspective of critical social psychology and think about possibilities of future development.

### **Course Prerequisites**

Introductory course to psychology or its equivalent is an advantage. Interest in psychology is a must.

### **Methods of Instruction**

Class will combine frontline teaching (lectures with PowerPoint presentations) with interactive tasks, videos, and collaborative practices aimed at creating original lectures. The course will include site-visits and guest lectures, experiential learning is encouraged.

### **Assessment and Final Grade**

Active class participation, quizzes and reflections: 25 %

Midterm assignment: 25 %

Reading presentation: 25 %

Portfolio presentation and reflection: 25%

### **Course Requirements**

#### **Midterm Assignment**

Students will visit outside of scheduled course hours a particular museum exhibition related to the class topics and write a reflection paper using required readings/other sources of their own choice (about 750-1000 words, i.e., 2–3 pages). Presentation of the paper is a mandatory part of the assignment.

#### **Reading Presentation**

Each student will present, in class, one required or related reading, while another student will serve as a discussant.

#### **Learning portfolio**

Throughout the course students would document their learning progress via collection of different materials (incl. quizzes, tests, reflections, own notes, pictures etc.). Final exam will consist of presentation of the physical portfolio and delivery of personal reflection statement (finals week).



### **Field Trips**

Participation at one field trip is mandatory, student will hand in a one page written review where s/he comments on how this particular trip was related to the class.

### **Active participation**

Active participation in class discussions; show knowledge of compulsory reading for instance via reading questions/comments in canvas or in-class reading quizzes, preparing smaller tasks during the lectures/between lectures, such as searching for materials on a chosen topic, or in-class work on different tasks while materials and instructions are provided by the teacher; participation at activities, such as site-visits and guest lecture(s). Students have to hand in short reflection for each site-visit/guest lecture. Students have to participate at one field trip, see below

### **CIEE Prague Class Participation Policy**

Assessment of students' participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.



### CIEE Prague Attendance Policy

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

**Missing classes** will lead to the following penalties:

#### ***90-minute semester classes:***

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one to two</b> 90-minute classes	up to 10%	no penalty
<b>three</b> 90-minute classes	10.1–15%	reduction of the final grade by 3%
<b>four</b> 90-minute classes	15.1–17%	reduction of the final grade by 5%; <b>written warning</b>
<b>five</b> 90-minute classes	17.1–20%	reduction of the final grade by 7%; <b>written warning</b>
<b>six and more</b> 90-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

#### ***180-minute semester classes:***

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one</b> 180-minute class	up to 10%	no penalty
<b>two</b> 180-minute classes	10.1–20%	reduction of the final grade by 5%; <b>written warning</b>



<b>three and more</b> 180-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion
--	---------------	--

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

**Missing more than 20% of the total class hours** will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

**Late arrival to class** will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

**Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason** and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

**Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.**

**For class conflicts** (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of



discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

### **CIEE Academic Honesty Policy**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

**The first principle** is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

**The second principle** applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

**The third principle** is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

### **Weekly Schedule**

Week 1	Introduction to class, course plan and requirements. Coping with cultural shock. Cultural adjustment and adaptation.
--------	--

Discussion of students' reflections on their cross-cultural experiences.  
Introductory group activities.

Related reading:  
Winkelman, M. (1994), pp. 121 – 126

Week 2

**Socialization and relationships in totalitarian regime.**

Required reading:  
Drakulic, S. (1992), pp. 55 – 65.

Marlin, O. (1990).

**Non-violent conflict resolution in the Czech history. Post-totalitarian syndrome as a psychological reaction to political development.**

Related reading:  
Klicperová - Baker, M., Feierabend, I. K., Hofstetter, R. C., Levine, R. V.,  
Srnc J. et al. (1999), pp. 15-43, pp. 161 – 184

Related reading:  
Marlin, O., Smith, N. (1991), pp. 207-227.

Week 3

**Understanding power mechanisms in communist regimes, critical reflections. Guest lecture and its reflection.**

Required Reading:  
Kusá,Z., Konopásek, Z. (2006), pp 341 - 362.

Week 4

**Psychologists on conformity and social influence. From traditional to critical perspectives.**

Required reading:  
Gough, B., McFadden, M., McDonald, M. (2013).

Week 5

**Psychology for social justice. Relevance in the transforming society.**

Required reading:  
Fox, D., Prilleltensky, I. (2009)

Week 6  
Midterm Exam  
Period

Midterm presentations, class evaluation, plan for the second half of the term.

Week 7  
Midterm Exam  
Period

**Transformation of social and healthcare services in the Czech Republic – focus on psychological and psychiatric care.**

**Site visit - Psychiatric Hospital Bohnice, this site visit will extend regular class hours.**

Related reading:

Füredi, J et al. (2006), pp. 223 – 221.

Week 8

**Transformation of social and healthcare services in the Czech Republic – focus on psychological and psychiatric care.**

**Site visit – Fokus community centre**

Required reading:

Fox, D., Prilleltensky, I. (2009)

Related reading:

Mareš, Sirovátka (2006). pp. 288 – 303.

Week 9

**Society at transformation, focus on gender perspective.**

Required reading:

Hana Havelková (2014).

Related reading:

Fox, D., Prilleltensky, I. (2009)

Week 10

**People at margins – homelessness and women.**

Guided tour lead by women with homeless and substance user experience, focus on services and need for the transformation.

Required reading:

Hetmánková, R. (2013).

Related reading:



Hladíková, A., Hradecký, I. (2007), pp.607-622

Week 11 **From emigration to immigration: growing diversity in the Czech society and xenophobic backlash. Concepts of race, race inequalities and its psycho-social consequences.**

Required reading:  
Fox, D., Prilleltensky, I. (2009)

Week 12 **From emigration to immigration: growing diversity in the Czech society and xenophobic backlash. Concepts of race, race inequalities and its psycho-social consequences.**

Required reading:  
Jarkovská, L. et al. (2015).

Week 13 Portfolio presentations. Class evaluation.  
Final Exam Week

### **Course Material**

#### ***Required readings***

Drakulic, S. (1992): *How We Survived Communism and Even Laughed*. Chapter 6: “A Doll that Grew Old”, New York City: Norton&Company.

Fox, D., Prilleltensky, I. (2009) *Critical Psychology: An introduction*. Chapter 5: Marecek, J, Hare-Mustin, R. “Clinical Psychology: The Politics of Madness”. Thousand Oaks: SAGE.

Fox, D., Prilleltensky, I. (2009) *Critical Psychology: An introduction*. Chapter 12: Durrheim, K., Hook, D., Riggs, D.W. “Race and Racism”. Thousand Oaks: SAGE.

Fox, D., Prilleltensky, I. (2009) *Critical Psychology: An introduction*. Chapter 22: Evans, S., Loomis, C. “Organizational and Community Change”. Thousand Oaks: SAGE.

Gough, B., McFadden, M., McDonald, M. (2013). *Critical Social Psychology – An Introduction*. Chapter 4: “Social Influence”. Basingstoke: Palgrave Macmillan.

Gough, B., McFadden, M., McDonald, M. (2013). *Critical Social Psychology – An Introduction*. Chapter 5: “Prejudice in practice”. Basingstoke: Palgrave Macmillan.

Hetmánková, R. (2013). *Back from the Bottom – Research Report*. Prague: Jako doma.

Hana Havelková (2014). “Expropriated Voice: Transformations of Gender Culture under State Socialism, Czech Society, 1948–89.” *The Politics of Gender Culture under State Socialism: An Expropriated Voice*. London: Routledge.

Jarkovská, L. et al. (2015). “We Treat Them All the Same, But...Disappearing Ethnic Homogeneity in Czech Classrooms and Teachers’ Responses”. *Race Ethnicity and Education* 18(5), 632-654.

Kusá, Z., Konopásek, Z. (2006). “Political Screenings as Trials of Strengths: Making the Communist Power/Lessness Real”. *Human Studies* 29(3), 341 - 362.

Marlin, O. (1990). “Group Psychology in the Totalitarian System: A Psychoanalytic View”. *Group* 14(1), 44–58.

### **Related readings**

Fox, D., Prilleltensky, I. (2009) *Critical Psychology: An introduction*. Chapter 14: Clarke, V., Braun, V. “Gender”. Thousand Oaks: SAGE.

Füredi, J et al. (2006). “Psychiatry in selected countries of Central and Eastern Europe: An Overview of the Current Situation”. *Acta Psychiatrica Scandinavica* 114(4), 223 – 221.

Hladíková, A., Hradecký, I. (2007). “Homelessness in the Czech Republic”. *Journal of Social Issues* 63(3), 607-622.

Hetmánková, R. (2013). *Back from the Bottom – Research Report*. Prague: Jako doma.

Klicperová - Baker, M., Feierabend, I. K., Hofstetter, R. C., Levine, R. V., Srnc J. et al. (1999). *Ready for Democracy? Institute of Psychology*. Prague: Academy of Sciences.

Marlin, O., Smith, N. (1991). “Bridging East and West”. In J. Zuckerberg (Ed.): *Politics and Psychology*. New York City: Plenum, 207-227.

Mareš, Sirovátka (2006). “Poverty, Social Exclusion and Social Policy in CR”. *Social Policy&Administration* 40(3), 288 – 303.

Winkelman, M. (1994). “Cultural Shock and Adaptation”. *Journal of Counseling and Development* 73(2), 121 – 126.