University of Groningen

Exchange guide incoming exchange students 2015 - 2016

Faculty of Behavioural and Social Sciences
Dear exchange student,

Welcome to the Faculty of Behavioral and Social Sciences of the University of Groningen! I hope you will have an unforgettable exchange experience during your exchange period in Groningen, which will meet your expectations or even exceed them. Our faculty receives international students and exchange students from all over the world. No doubt this will be an enrichment to your international experience.

The University of Groningen will celebrate its 401st birthday this year. For more than four centuries the RUG has experience in teaching and researching excellence in all kinds of areas. Quick glance at the RUG facts:

- 30,041 students (1 September 2014) - of total of 200,000 city inhabitants
- 6,254 students enrolled for the first time (1 September 2014)
- 45 Bachelor's programmes, 146 Master's programmes, 107 English-taught Master's degree programmes, of which 11 are Double Degree/Joint Degree programmes
- 21 English-taught Bachelor's degree programmes, of which 3 are Double Degree/Joint Degree programme
- 14 Research Masters
- 10 Faculties
- 3,750 international students and Ph.D. students
- 3,286 of 27,511 Bachelor and Master students are international students
- 466 of 1,133 are international Ph.D. students
- 35.7% of the academic staff is international
- 1,055 outbound exchange students
- More than 120 nationalities currently study or work at the University

To get you started in composing your study plan, this guide will provide you with information about the English courses we offer to exchange students. We offer courses in the following disciplines:

- Psychology (bachelor and master level)
- Pedagogics and Educational Sciences (bachelor and master level)
- Sociology (bachelor level)

We expect our students, especially at master level, to have a foundation in their education in the discipline they take courses from. Besides the separate courses, we offer minor programmes which are open to all exchange students, without any knowledge about the specific discipline. Some courses about the Dutch “Dutch Studies Program” at the faculty of Arts offered (in case of places left), you can find these courses at page 63.

Faculty Garden
To get a sense of being an exchange student in Groningen, some Blogs of the ESN mentoring committee (MIC) are posted in this guide and quotes of exchange students will be represented. As a last, an article is enclosed, written by last year’s exchange student Laura Mitchell, about the differences between gender in her home country (UK) and the Netherlands.

I hope that you will enjoy Groningen in all of its aspects: apart from the educational offer, Groningen will not fall short in its social offers for (exchange) students!

Kind regards,

Arlette van Berkel

"Imagine being an international student arriving in the Netherlands for the first time, to study abroad. First of all the journey towards Groningen has to be weird. After having seen only meadows for the last two hours, you suddenly arrive at your destination. Groningen appears to be located in the middle of nowhere, something nobody probably told you before coming here. Because the Netherlands is one of the most dense countries in the world right? On your way here, you may ask yourself whether you took the wrong train, or after carefully consulting the conductor about the destination of the train, wonder how on earth such a city can be the fun place they promised you to be. However that’s definitely not the strangest aspect of Groningen. It only gets weirder and weirder after this. The moment you step out of the train you suddenly find yourself in the mad-house that is called ‘traffic’ in Groningen, completely ruled by bicycles. If you have never seen so many people cycling before it has to be frightening. Especially since cyclists in Groningen treat traffic rules with what can only be described as an attitude of disdain. On top of that you are also expected to join this circus, if you want to get to your lectures on time. And what’s up with the food in the wall? Although it might seem strange at first, you will very soon come to appreciate the sensation of eating a lukewarm kroket or frikandel after a heavy night in the Three Sisters. And this is only the start, what to think of the intimidating height of the Dutch students? Or the fact that everyone is so straightforward it borders on being plainly rude? Dinnertime at 18.00 straight? Deep-fried boiled eggs? The birthday of a present-giving Catholic saint with negro-slaves that spank if you have been naughty as a national holiday? The hair gel-soaked frat boy haircut?" - See more at: http://www.groningenlife.nl/en/blogs/mic/blog-september#sthash.RwH2j6Wr.dpuf
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1. Contact information

If you have any questions about your study during your stay in Groningen, please contact the faculty’s International Office:

- In person during walk-in hours from 09:30 – 11:30 AM; room 025 in the Heymans building
- By email: exchange.gmw@rug.nl
- On Facebook: https://www.facebook.com/BssStudentsExchange
- By phone: +31503636559
- By post mail:
  International Office
  Faculty of Behavioural and Social Sciences
  Heymans building 025
  Grote Kruisstraat 2/1
  9712 TS Groningen

Your application and learning agreement should be sent here.

At the International Office you can find during the open office hours:

- Arlette van Berkel:
- Lony Emmen:

For program-specific questions, you can contact:

- **For education sciences:** Dr. Marja Cantell. Stop by during her office hour on Tuesdays from 11:00 to 12:00 (Nieuwenhuis 121), call her at +31-(0)50-363 6973, or send an email to m.h.cantell@rug.nl.
  For questions about the contents of the Challenging Youth Minor, contact Dr. Diana van Bergen, d.d.van.bergen@rug.nl.

- **For psychology courses:** Dr. Stacey Donofrio
  Stop by during her office hour on Tuesdays from 15:00 to 17:00 (Heymans 209), call her at +31-(0)50-363 7034, or send an email to s.m.donofrio@rug.nl.

- **For sociology courses:** Dr. Jacob Dijkstra
  Stop by during his office hour on Fridays from 12:00 to 14:00 (ask at International office where you can find him), call him at +31-(0)50-363 6208, or send an email to j.dijkstra@rug.nl.
General information on practical matters for incoming students can be found at:
http://www.rug.nl/education/international-students/

Additional links that may be of interest:

- [http://www.rug.nl/education/international-students/getting-started/welcome-to-groningen.pdf](http://www.rug.nl/education/international-students/getting-started/welcome-to-groningen.pdf) Find out all about us.

- [https://www.facebook.com/BssStudentsExchange](https://www.facebook.com/BssStudentsExchange) Check us out on Facebook!


- [http://www.esn-groningen.nl/](http://www.esn-groningen.nl/) - Erasmus Student Network for international exchange students. The ESN organizes a variety of activities for international students, from cultural outings to pub quizzes. Sign up for the ESN Buddy programme, to have a great start in Groningen!

“Groningen is a very student city with many young people and an attractive city with many cultural and social offers.” (exchange student USA)
2. Practical information

- **Start of the semester**
  The course programs start in September for the first semester and in February for the second semester. Ideally, students wishing to attend the exchange program should arrive in August or January so that they have sufficient time to register as exchange student, which gives them the student ID-number necessary to enrol in courses and to use the electronic study support and library services. Check page 9 for the academic calendar.

- **Credits**
  The study load of each course is expressed in EC (European Credit Transfer Protocol). One EC is equivalent to 28 hours of study. A full academic year consists of 60 EC. We would like to stress that it is unwise to take on a workload of more than 27-32 EC per semester. Some professors/lecturers like to speak with students before confirming their course registration in order to assess prior knowledge of the subject. Others prefer students to contact them by e-mail beforehand. In most cases, explicit course requirements are stated in the course description.

For more practical information, please go to:
http://www.rug.nl/prospectiveStudents/degreeProgrammes/bachelors/bachPsychology

- **Academic Calendar 2015-2016**
  At the end of each block is a 2-week period of exams. Students who do not pass and wish to make use of the second chance, will be able to do so in the middle of the following block. Students who want to take a second chance exam must carefully check the schedule to make sure they are still in Groningen for the exam. See page for a complete overview.

**Semester 1: September 7, 2015 – January 29, 2016**

*Week 36: Study Start week: no lectures, but activities are organized*

**Block 1a:** September 7 – October 23 (lectures)
October 26 – November 6 (exams for block 1a)

*Week 48: November 23 – November 27 (re-sits for block 1a)*

**Block 1b:** November 9 – January 15 (lectures)
December 21 – January 1 (Christmas break – no lectures)
January 18 – January 29 (exams for block 1b)
February 15 – February 19 (re-sits for block 1b)

I had a great time in Groningen -it was an amazing experience. I met lovely people and learned a lot. I would like to highlight particulary the very kind and professional support from the international office of the faculty. I can highly recommend to do an exchange in the Netherlands especially in the beautiful city of Groningen!

*Exchange student, Germany 14-15*
Semester 2: February 1, 2016 – June 17, 2016

Block 2a: February 1 – March 24 (lectures)
March 29 – April 8 (exams for block 2a)
April 25– April 29 (re-sits for block 2a)

Block 2b: April 11– June 3 (lectures)
June 6 – June 17 (exams for block 2b)
June 27 – July 8 (re-sits for block 2b)

In 2015-2016 no lectures or examinations will be held on the following dates:

Friday March 25 Good Friday
Monday March 28 Easter Monday
Wednesday April 27 King’s Day – National Holiday, Birthday of the King
Thursday May 5 Liberation Day – Celebration of the liberation on May 5, 1945
Thursday May 5 Ascension Day
Monday May 16 Whit Monday

Days are getting colder and darker. But of course the Mentor & Integration Committee organized some fun integration activities. In November, with a big group of international and Dutch students, we went to Kardinge to do one of the most Dutchie things there is: ice-skating! We started with a drink and a sweet and after that it was time to show our skills to each other. From very beginners to nearly professionals, everything was there. We had lots of fun and we laughed a lot. And fortunately, no-one broke a leg.

Another Dutch tradition was going on in November. Sinterklaas had arrived in The Netherlands, together with his Zwarte Pieten. Of course we had to do something with this Dutch tradition. That’s why we organized a Sinterklaas activity on the 7th of December. When the internationals arrived, we first told them the story about Sinterklaas. After that we practiced one of the famous Sinterklaas-songs, because without songs, Sinterklaas wouldn’t visit us. After we practiced the song for a few times, he was suddenly there! Apparently all the internationals behaved nice, because Sinterklaas decided to visit our Sinterklaas activity. The internations could sit on Sinterklaas’ lap and Sinterklaas announced the winner of the poem competition we’d organized. When all of this was done, we started with a game with presents. There were three groups and on every table there were lots of presents. By playing a game with a dice, the presents were divided among the students. Of course there was a huge competition for some very wanted presents. In the end, every one ended up with some nice presents. Of course, the Sinterklaas activity was held with lots of Sinterklaas cookies and candy: pepernoten, frogs and mice, chocolate money, chocolate letters and lots more. We think it was a great and cozy night! - See more at:
### Academic year 2015-2016

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#### Syllabus week

- **Half term week**

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#### Syllabus week

- **Half term week**

### Notes

- **Lecture week**
- **Exam week**
- **Exam week, second chance**
- **Holidays**
- **Study free week**

*Editors: 30-04-2016*
3. Bachelor level Psychology courses

The following courses are open for exchange students. Some introduction level courses from the first two years are open to incoming exchange students. A level of at least two years of general study in psychology is the entry level for the third-year courses on offer. Course information and course scheduling are always subject to change.

Please note that only the courses listed below are open to incoming exchange students. You cannot enroll for practical courses not listed in this guide such as Intervention and Dialogue or Research Practicum.

If you would like more information about a specific course, please contact the faculty member listed as the contact person. Their address can be found on the faculty website: http://www.rug.nl/psy/organisatie/medewerkers/index

First Semester (September – February)

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<td>PSB3E-KP07</td>
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<td>PSB3E-M06</td>
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Second Semester (February - July)

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<td>PSBE1-03</td>
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Block 2b

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Clinical Neuropsychology

**Contact:** Prof. Dr. O.M. Tucha

**Objective:** After the course students know:
- different forms of brain pathologies (e.g. traumatic brain injury, brain tumours, degenerative disorders and epilepsy),
- brain abnormalities underlying neurological disorders,
- clinical presentations and neuropsychological consequences of various neurological conditions,
- methods for the assessment of neuropsychological impairments,
- approaches to the treatment of patients with neurological conditions and neuropsychological impairments,
- consequences of neuropsychological impairments for patients and their families.

**Content:**
In this lecture the neuropsychological consequences of brain pathology will be discussed. The main focus will be placed upon common neuropsychological impairments and their impact on patients and families. Furthermore, a range of methods for the assessment and treatment of neuropsychological impairments will be introduced. Moreover, the neuropsychological profile of a range of neurological disorders including traumatic brain injury, stroke, brain tumour and epilepsy will be discussed. Contents will be illustrated by numerous case reports of patients with neurological conditions. The main emphasis will be on adult patients.

**EC:** 5
**Semester:** semester II a
**Format:** lecture
**Hours per week:** 4
**Language:** English
**Assessment:** written exam (multiple choice)

**Literature:**
Various journal articles

School Neuropsychology: Mind, brain and education

**Lecturer:** dr. Y. Groen, dr. L. Kooistra, T.B.A., prof. dr. O.M. Tucha

**Contact:** Prof. Dr. O.M. Tucha

**Objective:** After the course the students:
- understand the presentation of neurological/neurodevelopmental disorders in educational settings,
- can integrate neuropsychological and educational perspectives concerning learning and academic achievement,
- are informed about assessment and management strategies in educational settings,
- know special needs populations in school settings (e.g. children with ADHD, Fetal Alcohol Syndrome),
- comprehend psychological and social problems arising from academic deficiencies.

**Content:**
School neuropsychology is a new discipline studying the relationships between the developing brain and the processes of learning and teaching in schools. It integrates neuropsychological and educational principles involving the relationships between mind, brain and education in order to provide an optimal learning environment for children and adolescents. School neuropsychology also acknowledges that there is an increasing number of children with medical and psychiatric conditions involving the brain which affect school performance. Furthermore, there is an increased use of psychoactive medications but also illicit drugs which affects academic achievement. In this course, applications of school neuropsychology in children from special populations, children with academic disabilities and/or processing deficits (e.g. ADHD,
Fetal Alcohol Syndrome will be discussed, based on a clinical view on the effect of disorders on school achievement. Consequences for and requirements of assessment strategies, the curriculum, teaching practice and interventions are discussed.

**EC:** 5  
**Semester:** semester II a  
**Format:** lecture  
**Hours per week:** 4  
**Language:** English  
**Assessment:** written exam (multiple choice)  
**Literature:** Various journal articles

### Developmental Neuropsychology  
*PSB3E-CN03*

**Lecturer:** Prof. Dr. J.J. van der Meere  
**Contact:** Prof. Dr. J.J. van der Meere  
**Objective:** After the course the student knows about:  
- the development of brain - behavior relations,  
- cognitive and psycho-physiological mechanisms producing the symptomatology of common developmental disorders such as ADHD and autism,  
- developmental effects of hydrocephalus, epilepsy, traumatic brain injury and metabolic disturbances on cognitive functioning,  
- recent trends in developmental neuroscience.

**Content:** This course introduces students to the neuropsychological approach to developmental disorders in childhood and adolescence. The development of the nervous system will be discussed, with particular attention to the plasticity and vulnerability of the developing brain at different stages of development. Associations between disordered development of the nervous system and disorders in cognitive, behavioral and emotional development will be reviewed. A number of disorders which are frequently encountered in clinical practice, and which differ in etiology will be examined. These include ADHD, dyslexia, autism, Fetal Alcohol Syndrome and problems resulting from chronic stress in early childhood.

**EC:** 5  
**Semester:** semester II b  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (multiple choice)  
Syllabus, € 10.00

### Gerontology  
*PSB3E-CN05*

**Lecturers:** Dr. J. Koerts  
**Contact:** Dr. J. Koerts  
**Objective:** After the course the student knows:  
- psychological and cognitive changes that accompany healthy aging,  
- biological changes that accompany healthy aging,  
- biological and psychological theories of aging,  
- signs and symptoms of the most common dementia syndromes,  
- the neurobiological underpinnings of the most common dementia syndromes,  
- The daily life consequences of dementia syndromes for patients and their families.

**Content:** Gerontology is a discipline that studies the social, psychological and biological aspects of aging. During this course brain-behavior relationships in the contexts of healthy aging and the most common types of dementia are presented. With regard to healthy aging the psychological, cognitive, social and biological changes that accompany
Cognition and Attention

Lecturer: dr. E.G. Akyürek
Contact: [Contact information]
Objective: On successful completion of this course, students will be expected to be able, at threshold level, to:
- compare and contrast different theoretical models of attention,
- critically evaluate different methods used to study attentional processing,
- outline the interaction of attention and other cognitive functions.

Content: This course addresses the basic neuroscience of how the brain controls and maintains the focus of attention, and how attention influences sensory and motor processes. A selection of theoretical models, mechanisms and findings in the neuroscience of attentional control and selection will be discussed in this course. Understanding attention. The ability to selectively attend to relevant information in the world around us or to divide attention among multiple tasks are different facets of attentional processing. Attention prevents distraction and enables humans and animals to dedicate perceptual, cognitive, and motor resources to deal with the most pressing environmental challenges. When attention systems of the brain are dysfunctional, the impact for the individual and society can be significant, and therefore, understanding the neural mechanisms of this core cognitive function is a central goal in neuroscience. In addition, understanding how attention mechanisms operate is critical for advancing the important mission of developing the most effective training regimes for a wide range of tasks, as well as for creating new methods for education.

This course addresses the basic neuroscience of how the brain controls and maintains the focus of attention, and how attention influences sensory and motor processes. A selection of theoretical models, mechanisms and findings in the neuroscience of attentional control and selection will be discussed in this course.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (essay)
Literature: To be announced

Thinking and decision making

Lecturer: Dr. M.R. Nieuwenstein
Contact: Dr. M.R. Nieuwenstein
Objective: After the course the student:
- knows the methods used in research on human judgment and decision making,
- knows the biases and heuristics that characterize human judgment and decision making,
- knows the main theories of decision making under certainty and uncertainty,
- knows the role of emotions and morality in judgment and decision making,
- can apply formal procedures in decision analysis,
- can recognize errors in judgment and reasoning.

Content: In this course, we will explore how people think and reason when they form opinions, when they make decisions, and when they think about their goals. In examining these matters, we will draw upon insights from psychology, political science, philosophy, mathematics, and economics. Some of the subjects that will be addressed in detail are the nature of rationality, the relationship between emotions and rational thinking, the extent to which people are rational in making decisions that involve risks such as potential financial losses, the relationship between intuition and reasoning, the various heuristics that describe how people think, and the many ways in which people are often irrational in their opinions, judgments, and choices.

EC: 5
Semester: semester I a
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (essay & multiple choice)

Human factors PSB3E-CP04
Lecturers: dr. C. Dijksterhuis, ,Guest lectures
Contact: dr. C. Dijksterhuis
Objective: After this course students
- know and understand the principles of cognitive ergonomics,
- know and can explain the ergonomic applications of psychological theories and models,
- know and can apply the most important ergonomic evaluation and research methods,
- can make a simple hierarchical task analysis.

Content: Cognitive ergonomics applies knowledge of human abilities and limitations to the design of user-friendly systems and products. Systems and products are designed to increase performance efficiency while decreasing the chances of error or accidents. The emphasis in this course will be on applying basic concepts from information processing, including the nature of perception, attention, and memory, to the development and evaluation of work and training environments, human-machine interfaces, and consumer products.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 4
Language: English
Assessment: paper (individual), written exam (multiple choice)

Cognitive neuroscience PSB3E-CP06
Lecturer: Dr. A.A. Wijers
Contact: Prof. Dr. R. de Jong
Objective: Upon successful completion of the course, the student:
- knows the central theoretical trends and themes of the interdisciplinary field of Cognitive Neuroscience,
- knows the research methods and techniques currently used in this field to study brain-behavior relations.

Content: Cognitive neurosciences is the study of the relationships between task performance, task environment and physiological processes as made apparent using neuroimaging methods such as EEG, PET, fMRI. This concerns both fundamental research into the architecture and neuro-anatomical foundation of specific processes that are fundamental to mental functions and applied research into changes in cognition and brain mechanisms resulting from psychiatric and neuropsychological disorder, mental fatigue and ageing.

EC: 5
Semester: semester II b
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (essay & multiple choice)

**Perception**

Lecturers: Dr. E.G. Akyurek, Dr. A. Sarampalis
Contact: Dr. E.G. Akyurek
Objective: After the course, the students:
- know what the study of human sensation and perception comprises, in particular with regard to seeing and hearing,
- are familiar with common behavioral and neurophysiological methods used to study sensation and perception,
- are familiar with the functional and/or neurophysiological processes underlying the perceptual range from simple line orientations to real-life scenes,
- know how perception relates to cognition, in particular attention and conscious awareness,
- have basic knowledge of how perception develops and changes through life and through learning.

Content: The ability to perceive is vital to every organism. Perception is rightfully viewed as one of the cornerstones of life itself. Human perception is realized through a number of processes in the brain, which realize both the simplest forms of sensation (“hot!”), as well as complex percepts (“this is a mobile phone”). This course covers the physiological basis of the senses, and how these achieve perception of varied things, such as color, brightness, loudness, or pitch. More complex perceptual processing is also considered in the review of studies on object recognition, the perception of music, motion and space, and how these relate to consciousness. Finally, the development of perception across the lifespan and the effects of learning and practice will be reviewed.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 3
Language: English
Assessment: written exam (multiple choice), written exam (essay)
The exam consists of multiple choice questions for the most part, but also features a limited number of open questions.


We are currently in the process of selecting a new textbook, so the book listed above might be replaced.

**Personnel psychology**

Lecturer: Dr. H. Zacher
Contact: Dr. H. Zacher
Objective: After passing this course the student:

PSB3E-IO03
Sport and exercise psychology  
**Lecturer:** Dr. J.R. den Hartigh., M. Schuls MSc.  
**Contact:** J.R. den Hartigh MSc.  
**Objective:** After this course students know and understand:  
- differences between sport and exercise psychology,  
- psychological theories of individual sport-performance,  
- psychological theories of team sport-performance,  
- psychological interventions to improve sport performance,  
- psychological theories of health and physical activity,  
- compare current theories in sport and exercise psychology.  
**Content:** This course provides an overview of current knowledge in sport and exercise psychology. Within the area of sport psychology, personal (e.g., motivation, emotion) and group factors (e.g., cohesion, communication) that affect sport performance will be discussed. Furthermore, psychological techniques used to improve sport performance will be presented (e.g., emotional profiling, imagery, goal setting). Within the area of exercise psychology, various psychological factors that influence health and physical activity will be addressed.  
**EC:** 5  
**Semester:** semester I a  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (multiple choice)  

Organizational change  
**Objective:** After the course, students:  
- know and understand the different roles a management consultant can play,  
- have an overview on the different theories on organizational change,  
- have an overview and understanding on the most important models for conducting an
organizational diagnosis,
- have introductory knowledge on the different models and theories on strategy formulation,
- know the different theories on organizational restructuring.

This module provides an introduction to organizational change from a psychological perspective. When carrying out an organizational change project, different strategies and interventions will be used by organizational consultants. These different approaches will be discussed by addressing the following key questions:

1) What needs to change, culture, structure, or both?
2) To what extent can employees participate in a course of change (top-down or bottom-up)?
3) What is the extent of expertise that needs to be brought in during the course of change?
4) What is the role of the consultants, and what should it be: expert or process consultants?

The content of the seven meetings (each consists of a theoretical introduction and an assignment) will be:

1) Business consultant, trainer, coach, change agent as a profession, organizational development or restructuring, and action research.
2) How to conduct an organizational diagnose?
3) Future search conference.
4) Scenario planning.
5) Self-directed teams.
6) Group work.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: essay, written exam (essay)
Cognitive behavioural processes across disorders: A transdiagnostic approach

**PSB3E-KP06**

**Lecturers:** Prof. Dr. P.J. de Jong, Dr. R.J.C. Huntjens, Dr. J.P. Wessel, Dr. B.D. Ostafin

**Contact:** Dr. R.J.C. Huntjens

**Objective:**
- After the course, the student can/has:
  - describe dysfunctional cognitive and behavioural processes in psychopathology,
  - describe the most often used experimental paradigms in the field,
  - name transdiagnostic (common) processes in different disorders,
  - describe implications for diagnosis and treatment.

**Content:** This course focuses on trying to understand the etiology and maintenance of psychological disorders by focusing on what they have in common. Instead of examining specific disorders in isolation, several important shared cognitive and behavioral processes across disorders will be discussed. Specifically, we look at attention, memory, reasoning, thought, and behavior processes. These so-called transdiagnostic processes also provide an account for the high comorbidity observed among the different disorders. Implications for diagnosis and treatment will also be discussed.

**EC:** 5

**Semester:** semester II b

**Language:** English

**Assessment:** written exam (essay)


Introduction to cognitive behavioural therapies

**PSB3E-KP07**

**Lecturers:** Prof. Dr. C.L.H. Bockting, Prof. Dr. T.K. Bouman, Dr. B.D. Ostafin, Dr. G.H.M. Pijnenborg

**Contact:** Dr. M.H. Nauta

**Objective:**
- name the historical background of behaviour therapy, cognitive therapy, and the new developments in CBT (such as mindfulness),
- list the treatment components of CBT interventions,
- recognize components of CBT interventions from case descriptions,
- map and explain problem behavior by means of a functional analysis,
- describe which behavioural interventions are indicated given a specific case example,
- describe which cognitive interventions are indicated given a specific case example,
- make an outline of the supposed underlying working mechanisms of CBT interventions,
- recognize the effectiveness of CBT techniques and CBT interventions.

**Content:** Cognitive-behavioral therapy is often applied in clinical practice and is often recommended as the treatment of choice for a variety of mental disorders. The current course will provide information on these interventions: the theoretical background, the applications, the procedures and the effectiveness. The lectures review various cognitive behavioral therapies as applied to children,
adolescents and adults. The theoretical background of behavior therapy and cognitive therapy will be discussed, as well as new developments in cognitive behavioral therapy such as Mindfulness-based cognitive therapy. In addition, there will be a focus on the cognitive behavior therapy processes, and on analyzing behaviors by (functional) analyses or cognitive case formulations.

By way of (video) examples and case descriptions, therapeutic interventions will be illustrated in a variety of mental disorders including anxiety disorders, mood disorders, eating disorders, psychosis, behavioural problems in children, and substance misuse. In addition to the theoretical background and the practical procedures, we will also review the empirical support on the effectiveness of the interventions.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature:

Human error
Lecturers: Prof. Dr. K.A. Brookhuis, Dr. D de Waard
Contact: Dr. D. de Waard
Objective: After the course students:
- know conditions that make human errors become disasters,
- know and understand the importance and the scope of the wider area of the context in which such disasters happen,
- know basic concepts for the cognitive and work psychology that form the foundation of such disasters,
- know methods to investigate the relation between the basic concepts and disaster conditions,
- know how knowledge and application of these basic concepts in the design of work, situations and activities may promote more safety,
- know the concept “safety culture” and related aspects,
- can analyze in a case description the underlying aspects that contributed to errors becoming a disaster.

Content: All too often the human is considered a hazard – a system component whose unsafe acts are implicated in the majority of catastrophic breakdowns. However, this is a limited view on the matter, as people act within a system and most people do not wish to make errors or cause disasters. Moreover, there is another perspective that should be studied in its own right – the human as hero, whose adaptations and compensations bring troubled systems back from the brink of disaster. The basic premise of this course is that even when an accident can be traced to the erroneous act of an individual, the actions of the individual need to be understood within the context of environmental, societal, and organizational factors. This course provides an introduction to basic topics in work and cognitive psychology central to minimizing human error. Topics such as designing work to maximize performance and health, work-related mental stress, and selection and training are accompanied by an introduction to techniques used to investigate and classify human error. Emphasis is given to institutional safeguards against error situations.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 2
Language: English
Philosophy of Psychology PSB3E-M09

Lecturer: Dr. S. Schleim
Contact: Dr. S. Schleim
Learning outcomes: After the course students can:
- describe the philosophical definitions and implications of reductionism,
- analyze and discuss basic facts about the mind-body-problem, historically as well as with respect to modern approaches,
- summarize and reflect on the meaning of basic views on the mind, such as dualism, epiphenomenalism, materialism, and functionalism,
- describe basic facts about the scientific incentive system and how this affects scientists’ behaviors,
- identify features of science communication and how they drive science internally as well as in popular accounts,
- reflect on and discuss basic proposals to improve science communication.

Content: Psychology is the science of mind and behavior. Because it investigates these particularly in human beings and with a variety of methods including biological measurements and statistics, psychology has a unique position between the humanities (geestwetenschappen), life sciences (levenswetenschappen), and natural sciences (bètwetenschappen). Its research questions comprise all of these fields. We will reflect on the theoretical presumptions, philosophical roots and modern challenges of psychology. A central question is whether the human mind can be reduced to behavior or brain activations. Can all important knowledge about human beings be discovered in their brains? Can consciousness be explained completely by empirical science?

Since this course is also an extension of the 2nd-year Theory of Science (Wetenschapstheorie) course, special attention will be given to science communication and how it drives hype as well as recent critiques of the science system. However, successful completion of the Theory of Science course is not mandatory for this course.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 2
Language: English
Assessment: Essay, written exam (multiple choice)
Literature: To be announced

Deception in clinical settings PSB3E-M13

Lecturer: Dr. L.I. Tucha
Contact: Dr. L.I. Tucha
Learning outcomes: After the course the student knows:
- different forms of deception in clinical settings,
- differences between faked and genuine syndromes,
- methods allowing the assessment and detection of various forms of deception in clinical settings,
- approaches to the management and treatment of faked syndromes,
- research approaches applied in this field,
- ethical and legal pitfalls related to deception in clinical settings.

Content: Clinicians are usually trained to believe their patients and are, therefore, often not aware of the potential for deception in the clinical setting. However, some patients deliberately produce false or grossly exaggerated symptoms to gain external incentives (malingering) or to assume the sick role (factitious disorders). This course will give an
Group dynamics

Lecturer: Dr. M. van Zomeren
Contact: Dr. M. van Zomeren
Learning outcomes:
- can identify social-psychological conditions and factors that can explain group processes,
- can use two perspectives that take either the individual or the group as point of departure for the analysis of group processes,
- knows a diverse supply of theorizing and research from social psychology in the domain of group processes,
- can translate theoretical and empirical knowledge about group processes to societal situations (e.g., leadership),
- knows how knowledge and application of theorizing and research can lead to a better understanding of group processes.

Content:
The central theme of the course concerns the social-psychological processes within groups. Content-wise, the course offers a diverse supply of social-psychological theorizing and research in the domain of group processes. Within a series of seven lectures, different important topics are discussed, such as the relationship between the individual and the group, group formation, leadership, teamwork, social influence, and mobilization processes.

The point of departure in the course is that there are, at least, two perspectives when it comes to understanding group dynamics. First, the individual can be viewed as the point of departure, which turns groups into extensions of the individual (e.g., which groups do individual choose to belong to?). Second, the group can be viewed as the point of departure, which turns individuals into extensions of the group (e.g., which leaders emerge from which type of groups?). During the course, these two perspectives are used to come to a deeper understanding of group processes, both at the theoretical and societal level.

Intergroup relations

Lecturer: Prof. Dr. S. Otten
Contact: Prof. Dr. S. Otten
Learning outcomes:
- properly describe relevant concepts and theories on intergroup relations and prejudice and to explain related research in this field,
- apply theories on intergroup behavior and prejudice to analyze perception, emotion, and behavior in intergroup contexts,
- use theories and research on intergroup relations as input to make suggestions for interventions to improve intergroup relations.

Content:
The course gives an overview of the most relevant theoretical and empirical developments in the social psychology of intergroup processes. Besides introducing social psychological approaches focusing on the cause and function of negative relations within groups (intergroup conflict, discrimination, stereotyping, and prejudice), discrimination, stereotyping and prejudice will also be discussed from the perspective of the recipient. Finally, interventions to improve intergroup relations (such as enhancing intergroup contact and cooperation) will be introduced.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature: Reader available via Nestor
B E. Whitley Jr & M. E. Kite, The psychology of prejudice and discrimination. 2nd edition (ISBN: 0-495-60522-0), € 45.00

The social psychology of communication
PSB3E-SP03

Contact: Prof. Dr. A. Dijkstra
Objective: After this course the student is able to answer the following questions:
1. What do we talk about?
2. How do we speak?
3. What do we show?
4. How do cultures differ?
5. How can we understand the complexity of communication?
6. How do we communicate through new media?
7. How can we communicate with computers?
The student is able to recognize the phenomena related to these questions, knows various theoretical perspectives and conceptualizations to understand these phenomena, and is able to integrate these theoretical angles.

Content:
Communication is the essence of social behavior. Effective communication enables people to fulfill their physical and social needs and to accomplish things they could never do as an individual. This course covers phenomena such as negotiation, cross-cultural communication, communication within and between groups, deception, language, emotion expression and recognition, conflict, and flirting. The course will cover the traditional model of communication, in which a sender codes a message and sends it to a receiver, who in turn decodes the message. This framework can be used to understand many communication effects between individuals, as well as mass communication effects. The course goes beyond what is said to help students understand why people communicate in certain ways. For evolutionary or other reasons, people may want support, they may want to influence others, or to affiliate with them. Prevention of miscommunication starts with proper understanding of such motives, by attending to non-verbal signals such as emotions, gestures and voice intonation and by realizing that people may try to deceive each other. Against this background, communication via the Internet is an interesting and contemporary phenomenon with social disadvantages as well as benefits. The course will also cover the role of social context in preventing miscommunication: Attending to the influence of group boundaries, the social position of a source, etc. Using these basic principles, social psychology provides an inspiring theoretical account of phenomena we encounter every day. every day.

EC: 5
Semester: semester I a
**Social cognition and affect**  
*PSB3E-SP04*

**Lecturer:** Dr. K. Epstude  
**Contact:** Dr. K. Epstude  
**Objective:** After attending this course students can:  
- Define and explain the key concepts and theories of social cognition and related research on affect,  
- Apply those theories to analyze affect and behavior in a social context,  
- Synthesize theories and related experimental findings to examine the intersection between affect and social cognition.  
**Content:** Social cognition is concerned with how people perceive, interpret, and explain social reality. The key idea is that individuals have expectations, prejudice, motives, and goals that influence the processing of social information. Research in social cognition investigates the role of cognitive and affective processes influencing judgments about the self and others, social comparisons, stereotyping, and person perception. The focus is always on basic empirical research in combination with real-life examples and anecdotes. Topics will include: memory models, automatic behavior and automatic thoughts, the influence of cognition on motivation, social judgments, impression formation, and affective influences on social cognition. In the weekly lectures the topics from the book will be examined based on examples and results from recent empirical studies.

**EC:** 5  
**Semester:** semester II a  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (multiple choice)  

**Interpersonal relations**  
*PSB3E-SP05*

**Lecturer:** Dr. S.E. Dalley, dr L. Klavina  
**Contact:** Dr. S.E. Dalley  
**Objective:** After finishing this course students can:  
- identify and explain the key psychological concepts that define the field of interpersonal relationships,  
- define and evaluate the key psychological components that underpin interpersonal attraction and the initiation of a relationship,  
- identify and appraise the cognitive, affective and motivational processes that promote interdependency,  
- describe and explain the mechanisms of, and reactions to, social exclusion,  
- describe and explain interpersonal behavior from a self-regulation perspective,  
- evaluate the role of conflict in intimate relationships.  
**Content:** Human beings are social creatures; much of daily life is spent navigating a myriad of interpersonal exchanges with friends, lovers, strangers, colleagues and family. The aim of this series of lectures is to describe and explain the processes thought to influence these experiences, as well as illustrate their effects on subsequent interactions and sense of self.  

**EC:** 5  
**Semester:** semester I a  
**Format:** lecture
### Consumer and Economic Psychology

**Course Code:** PSB3E-SP06

**Lecturers:**
- guest lecturers, Prof. Dr. E.M. Steg
- Dr. A.B. Ünal

**Objective:**
- After attending this course, students can:
  - apply psychological theories in explaining and promoting changes in consumer decision-making and behaviour,
  - identify key psychological processes behind economic and consumer behaviour,
  - explain the influence of individual, social and cultural factors on consumer choices,
  - reason why consumers often do not make rational choices,
  - appraise the role of psychological mechanisms in the process of marketing a product (e.g., advertising effectiveness).

**Content:**
This course examines the psychological processes underlying economic and consumer behaviour and discusses individual and social factors that influence these processes. Effects of information and experiences with products and services on affect (emotions), cognitions (beliefs and judgements) and behaviour (purchase decisions and consumption-related practices) are discussed. We demonstrate that economic theories are often not accurate in explaining everyday behaviour, and why individuals often not make ‘rational’ decisions.

**EC:** 5
**Semester:** semester I b
**Format:** lecture
**Hours per week:** 2
**Language:** English
**Assessment:** written exam (multiple choice)
**Literature:** Syllabus, available on Nestor

### Social Influence

**Course Code:** PSB3E-SP07

**Lecturers:** Dr. K.E. Keizer

**Objective:**
- Students who participated in this course will:
  - know and understand relevant theories and empirical evidence in the field of social influence,
  - be able to see the various theories in relation to each other, in that they can name key similarities and differences,
  - be able to recognize and name social influence tactics used in media, marketing, interventions,
  - be able to evaluate and construct social influence tactics based on the theories and principles in the field or combinations of those.

**Content:**
Why do we always spend too much during sales? Why is “playing hard to get” such a great strategy to pick up a partner? Why do you sell ice-cream with a man in a speedo and insurances with a man in a business suit? How can you reduce rule transgressions by wearing gothic clothing? In this course you get an answer to these and many other questions. In this course you’ll learn how people’s beliefs, and actions are influenced by others. You will be introduced to various theories, principles and studies that give insight to how you can use people’s need for affiliation, accuracy and a positive self concept to persuade them. This (interactive) course is focused at both theory development and practical application.

**EC:** 5
**Semester:** semester I b
Social and cross-cultural psychology

Lecturer: Dr. K.E. Stroebe
Contact: Dr. K.E. Stroebe
Objective: By the end of this course students:
- have insight into the many different manners in which thoughts, feelings and behaviors are influenced by others,
- understand the influence of culture on social psychological processes,
- can summarize the characteristics of, as well as knowing the main theories, research and scientists of the different areas of social psychology (e.g., social cognition, intergroup relations),
- understand social psychological concepts by relating different theories and areas of social psychology to each other,
- can apply their knowledge of social and cross-cultural psychology to analyze societal examples,
- can formulate societal implications of social and cross-cultural psychology,
- are aware of the historical development of social and cross-cultural psychology (note that this part of the course is largely covered in the lectures rather than the book).

Content: The course gives students a broad introduction into the major themes of social and cross-cultural psychology. The lectures will cover the many ways in which we can be influenced by other people and the social environment we live in. The first section of this course will look at the social cognitive processes that shape our perceptions of ourselves and others, and determine our behaviours, including basic social cognition (how we categorize our environment), social perception (how we see others), the self (how we see ourselves), attitudes (how we form/change our opinions) and social influence (when and how we are influenced by others). In the second section of this course the focus lies on the social relations between people, such as prosocial behavior (when do we help others), interpersonal relations (when and why are we attracted to others), group processes (how do we interact within groups) and intergroup relations (why do we have intergroup conflict, why are people prejudice and how do they respond to discrimination). Our behavior always takes place within a certain cultural context. Social psychological processes can help shape culture (for example via communication). Culture can also influence how certain social psychological processes take place (for example how we perceive ourselves, other individuals and groups). Throughout the course we will, where relevant, focus on cultural variations in behavior. In addition one of the lectures will focus on this theme.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)

Developmental psychology

Lecturer: N. de Ruiter, MSc
Contact: N. de Ruiter, MSc
Objective: After the course the students:
- can think critically about developmental theories and pioneering developmental theorists,
- know the core differences between developmental theories and between pioneering developmental theorists,
- can think critically about study designs commonly used in Developmental Psychology,
- know what the advantages and disadvantages are of the different study designs used in Developmental Psychology,
- know basic concepts, classic experiments, and milestones relevant to Physical development, Cognitive development and Social-emotional development,
- know the importance and the scope of the role that proximal and distal environmental factors have on development.

Content: This course takes a life-span and topical approach to development. Important domains of development are discussed separately, and an overview is given of how each domain develops across the relevant stages of the lifespan. During the lectures, special attention is paid to how developmental processes can be approached and understood based on different theoretical perspectives.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 4
Language: English
Assessment: assignments, written exam (multiple choice)

Biopsychology PSBE1-04
Lecturers: Dr. J. Jolij, Dr. M.R. Nieuwenstein
Contact: Dr. M.R. Nieuwenstein
Objective: After the course the student knows:
- the methods used in research in the field of (cognitive) neuroscience,
- the principles underlying neural communication,
- neuroanatomy and the principles mediating development and plasticity of the nervous system,
- the physiological mechanisms underlying sensation, movement, learning and memory, language, consciousness, emotions, temperature regulation, sleep and waking,
- the biological basis of depression and schizophrenia.

Content: This course deals with the anatomy and physiology of the nervous system, and how the nervous system enables the processing of information, the regulation of internal processes (homeostasis) and behaviour (the motor system), rhythmic processes (including sleep), emotion and motivation, lateralization of the brain, language, and psychopathology.

EC: 5
Semester: semester II b
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature: Kalat, J.W., Biological Psychology (edition will be announced later.), approx. € 60.00

Personality and individual differences PSBE1-05
Lecturer: Dr. K.E. Stroebe
Contact: Dr. K.E. Stroebe
Objective: At the end of the course students can:
- define and understand the overarching concept of personality,
- summarize and have an understanding of the characteristics of the main theories,
research and scientists of the different perspectives on personality (trait, biological, intrapsychic, cognitive/experiential),
- relate research findings to the different perspectives,
- indicate whether research confirms or disconfirms a certain perspective,
- provide an overall definition of a personality disorder,
- name and elaborate on the different types of personality disorders,
- evaluate the different perspectives on personality and name both strong and weak points of each perspective,
- apply their knowledge of both personality perspectives and personality disorders such that they can analyze societal examples based on (one of) the perspectives,
- formulate societal implications of the different perspectives.

Content: The course gives students a broad introduction into the major themes that govern personality psychology. The lectures will define personality and give a comprehensive overview of the different perspectives on personality (trait, biological, intrapsychic, cognitive/experiential, learning). In addition the lectures will focus on a number of main themes that are central to research on personality and individual differences (e.g., intelligence, happiness, personality disorders).

EC: 5
Semester: semester II b
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)

Psychology: History and application PSBE1-26
Lecturer: Dr. M. Derksen
Contact: Dr. S. Dalley
Objective: After this course students can:
- recognize the main facts from the history of psychology between 1850 and 1930,
- analyze historians’ interpretations of the history of psychology,
- demonstrate that psychological phenomena can be understood from different perspectives and studied at different levels of analysis,
- describe, explain and apply a self-determination perspective of motivation,
- describe, explain and apply a self-regulation perspective of health behavior,
- describe, explain and apply key constructs in positive psychology.

Content: Key episodes from the history of psychology are used to illustrate the interplay of theory, methodology, and practice in the emergence of today’s psychology and its place in contemporary society. Following on from this, students are introduced to specific psychological theories that solve problems in the human environment and enhance individual and societal functioning.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature: Course material will be provided electronically

Psychology in the workplace PSBE2-03
Lecturer: Dr. N.P. Leander
Contact: Dr. N.P. Leander
Objective: This course offers a theoretical and practical orientation to the psychological approach
to work and job design, organizations and organizational change, as well as personnel issues and human resource development. The course covers a wide range of topics, such as the impact of individual differences on work-related variables, personnel selection and evaluation, training and development, attitudes and motivation, leadership and power, group dynamics, as well as organizational structure and climate. The knowledge gained from this course is meant to be relevant and useful to your own personal and professional life.

After this course students can:
- apply psychology to human behavior in the workplace through selecting the right strategies or theories to help solve a problem presented to them,
- explain how and why Industrial and Organizational (I/O) psychology is both a theoretical and an applied science,
- explain what theories are and why we need them,
- distinguish different theoretical perspectives from each other, and do so for each topic covered,
- interpret charts, figures, tables, and research results,
- indicate how the results of research may (or may not) apply to real-world issues,
- demonstrate to have general knowledge on both 'Industrial' and 'Organizational' aspects of I/O psychology.

Content:
Work-, Organizational, and Personnel Psychology takes a three-pronged approach in understanding how personal, social, and environmental factors are related to people's attitudes and performance in their work environment. The course will discuss, illustrate and critically evaluate these three main research streams (work, organizational, and personnel psychology). Specific topics include: 1) job and task performance, employee health and well-being (work psychology), 2) employee motivation, leadership and power, as well as group processes, such as cooperation, conflict, and decision making (organizational psychology), and 3) the design and consequences of human resource policies (personnel psychology).

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)

**Social environment and behaviour**

**Lecturers:** Dr. N. Hansen, Dr. K.E. Keizer

**Contact:** Dr. N. Hansen

**Objective:** After attending this course, students can:
- explain how human perception and - behaviour affect various societal problems (e.g., health, traffic safety, environmental problems),
- analyze how human behaviour is influenced by individual factors as well as the social and physical environment,
- apply psychological theories, methods, and interventions to understand and manage societal problems,
- explain different psychological interventions that aim at changing people's perceptions and behaviour,
- explain the strengths and weaknesses of different research methods that can be used to investigate societal problems,
- evaluate the effectiveness of different interventions.
Content: This course focuses on how to apply theories, methods, and interventions in social psychology to societal phenomena. Each lecture is dedicated to a different topic. Relevant theories will be discussed and applied to specific phenomena. You will learn more about the factors that influence behaviour and how interventions should be developed to change behavior as well as how they should be implemented and evaluated in different areas of application. You will gain insight in both the application of social-psychological theories and different research methods such as survey research, quasi-experimental research, experimental research, and evaluation research. Application areas include for example education (e.g., motivation of students, truancy), ethnic minorities (e.g., integration), environment (e.g., promoting energy conservation), health care (e.g., smoking cessation, safe sex), traffic and transport (e.g., reducing aggressive traffic behaviour and increasing traffic safety), consumer behaviour (e.g., the effects of media and commercials), and development aid (e.g., information communication technology).

EC: 5
Semester: semester II a
Format: lecture
Language: English
Assessment: written exam (multiple choice)
Literature: Book to be announced on Nestor

Theory of Science

Lecturer: Dr. S. Schleim
Contact: Dr. S. Schleim
Objective: After this course students can:
- describe classical stances on what science is and how it develops,
- distinguish and discuss the three basic views on facts and reality, namely, realism, instrumentalism, and constructivism,
- analyze how science and society influence each other, discussing recent examples such as the free will or enhancement debates,
- describe and reflect on the neuroscience turn in psychology,
- distinguish and apply basic ways of understanding classification in the social sciences and its consequences, especially with respect to mental disorders.

Content: According to early twentieth-century philosophers of science, science represents objectively observable facts and airtight assumptions about those facts. However, the question of what objective observation and airtight assumptions actually were, immediately evoked different opinions. The debate on what science is, continues. This course teaches students to think about such questions as: Must psychological research methods be adapted to a multicultural society? Which models try to explain the development of sciences in general and what does this mean for scientists? Do neuro-imaging techniques deliver snapshots of the mind? Will psychology as a science be replaced by neuroscience in the future.

EC: 5
Semester: semester II b
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature: The literature for this course will be available on Nestor

Clinical psychology

Lecturers: Dr. M. aan het Rot, Dr. J.P. Wessel
Contact: Dr. M. aan het Rot
Objective: At the end of this course students:
- can discuss the assessment of abnormal behaviour and the diagnosis of psychological disorders,
- can describe in detail the characteristics, theory, and treatment of several forms of psychopathology.
A list of 20 more explicit learning outcomes is available on Nestor

Content:
The goal of this course is to provide an introduction to a major branch of psychology. Clinical psychology aims to explain and treat abnormal behaviour (i.e. psychopathology) through assessment, diagnosis, therapeutic intervention, and research.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice)
Literature: Articles via Nestor
I. Wessel & M. aan het Rot, Capita Selecta in Clinical Psychology (2012); (ISBN: 9781781349670), € 31.00
Graham Davey, Psychopathology - Research, Assessment and Treatment in Clinical Psychology - Custom for Groningen University. (ISBN: 9781118504932), € 46.00

Cognitive psychology

Lecturers: Dr. D.H. van Rijn, Prof. R. de Jong
Contact: Dr. D.H. van Rijn
Objective: After successful completion of this course:
- you will have a solid understanding of the central topics, theories, and models of human cognitive functions (such as perception, language, memory, learning and decision making),
- you will have knowledge of a broad range of modern methods and techniques used in cognitive psychology; and will know about the strengths and weaknesses of the discussed methods,
- you will be able to apply the gained knowledge in the analysis and description of human cognitive behavior.

Content: Cognitive Psychology focusses on those mental functions that are the foundations of human behavior: perception, attention, problem solving, reasoning, language, learning and memory, motivation, emotion, decision making, etc. The goal of cognitive psychology is to gain insight in and therefore understand how these functions shape behavior, and answer questions like: "Why do we think or reason like we do? What is knowledge? Is perception just objective observation of the world around us? Why do we make errors, and how can we prevent ourselves from making errors? How to optimize the learning of new knowledge? Are we indeed so bad at multitasking?". Recent years have seen a development towards explaining or understanding human cognitive performance in terms of how mental functions are implemented in the brain, and how these different functions interact to support complex human behavior, topics which will also be discussed.

EC: 5
Semester: semester I a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay)

Introduction to clinical neuropsychology

Lecturers: Dr. L.I. Tucha
Contact: Dr. L.I. Tucha
Objective: After the course, the student knows and understands about potential consequences of
brain damage including disorders of:
- perception and attention,
- movement,
- memory,
- thinking,
- language,
- emotion and personality.

Content: The course provides an overview of the relationship between brain and behavior. This is done from a neuropsychological perspective by discussing the potential consequences of various forms of brain damage. Students will learn about the clinical presentations of common neuropsychological syndromes occurring after brain damage, how these syndromes can be assessed and how clinicians can treat patients with these syndromes. In the lectures, case reports are presented to clarify and illustrate contents as well as to translate the scientifically based knowledge into the applied field. These case reports will also support students to understand how neuropsychological syndromes are experienced by the patients in their everyday life.

EC: 5
Semester: semester I a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature: To be announced
4. Master-level Psychology Courses

Introduction
The Master of Science in Psychology is a one-year Dutch or English-language program. Entry requirements are a Bachelor degree in Psychology or equivalent. Students must be admitted before they can attend the program (see for further details about the Master of Science in Psychology: http://www.rug.nl/gmw/psychology/education/master).

The English-language courses in this program are open for advanced-level exchange students who have completed three years of bachelor study or have obtained a bachelor degree (BA or BSc) in Psychology. Additional entrance requirements (e.g. a sufficient background in statistics) may apply for individual courses. It is not possible for exchange students to perform literature studies or to write a Master Thesis. Students who wish to complete their Master thesis at the Department of Psychology of the University of Groningen are recommended to apply for admission to the English-language Master degree program. If you are interested in obtaining a Master of Science degree in Psychology, you must complete an online application form and supply information about your previous studies. You can find more information about the online application on the following website: (http://www.rug.nl/masters/psychology-en)

Practical information
The course programs start in September for the first semester and in February for the second semester. Ideally, students wishing to attend the exchange program should arrive in August or January so that they have sufficient time to register as an exchange student, which gives them the student ID-number necessary to enroll in courses and to use the electronic study support and library services.

- Please contact the faculty international office (exchange.gmw@rug.nl) for formal and practical issues such as housing and enrolment. For academic issues specifically related to the study program of the specific Master Program you would like to join, you can contact Dr. Stacey Donofrio (s.m.donofrio@rug.nl)
- Please note that the courses from the Research Master are not open to incoming exchange students.
# First Semester (September – February)

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<td>Psychophysiology and its applications</td>
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<td>PSMM-2</td>
<td>Repeated measures</td>
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<td>PSMM-5</td>
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<td>PSMNB-3</td>
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<td>PSMSB-11</td>
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<td>PSMSB-12</td>
<td>Cultural psychology</td>
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<td>PSMCB-2</td>
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<td>PSMSB-5</td>
<td>Personal, social and cultural change</td>
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<td>PSMSB-10</td>
<td>Current topics of intergroup relations in society</td>
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# Second Semester (February – July)

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<td>PSMM-6</td>
<td>Test Construction</td>
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<td>Advanced clinical neuropsychology</td>
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<td>Managing Groups</td>
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<td>PSMSB-7</td>
<td>Controversies in social psychology</td>
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Course descriptions
Information is arranged by course code

Power and Leadership

Lecturer: prof. dr. B.M. Wisse
Contact: prof. dr. B.M. Wisse
Objective: After this course students:
- know the more relevant contemporary organizational psychological theories on power and leadership,
- have insight in rhetorical tools in visionary speeches,
- can use rhetorical tools in visionary speeches.

Content: In this course the more recent and relevant research insights related to the topic of power and leadership in organizations will be addressed. More specifically we will focus on the effects of power on perception and behavior, the ‘dark side’ of power and leadership, the constraints and opportunities related to charismatic and transformational leadership, gender and leadership, the personality characteristics of effective leaders, the relationship between emotions and leadership, and the use of vision and rhetoric.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay), written exam (multiple choice)
Literature: Literature will be available on Nestor

Creativity and innovation in organizations

Lecturer: Dr. E.F. Rietzschel
Contact: Dr. E.F. Rietzschel
Objective: After this course, the student knows/is able to/understands:
- the most important methods of creativity research as well as their advantages and potential pitfalls,
- the most important results and theories concerning individual differences and creativity,
- the relation between creativity and (different kinds of) motivation,
- which challenges are associated with creative efforts in groups and teams,
- recent research in the area of creative cognitive processes,
- the way in which the aforementioned processes and phenomena (potentially) affect organizational behaviour,
- the somewhat difficult relation between creativity and innovation,
- write an evidence-based advice for practical implementation of the aforementioned results and theories.

Content: Organizations need to innovate in order to survive, and innovation requires creativity. In this course, we will discuss several theories, paradigms, and practices regarding organizational creativity and innovation. What is creativity, anyway? Can we really measure and study it? Is it true that some people simply are more creative than others? How can employees be stimulated to perform more creatively? How does creative thought work? And what good are all those creative ideas, anyway? Throughout the course, we will work from the assumption that creativity is not a mysterious thing, but a combination of cognitive and social processes that can be fruitfully studied using a combination of experimental and field research.

EC: 5
Semester: semester II a
Format: lecture
Language: English
Assessment: written exam (essay), written assignments
Remarks: Literature will consist of research articles

**Aging at work and career development**

**Lecturer:** Dr. H. Zacher, Dr. S. Scheibe
**Contact:** Dr. S. Scheibe
**Objective:** After the course students:
- can give an overview of the major theories of adult development and aging as they apply to the work context,
- can give an overview of theories of career development,
- can evaluate these theories in terms of the current state of empirical findings on aging at work and career development,
- have in-depth knowledge about the challenges and opportunities of different career stages, and the individual and organizational factors facilitating or hindering positive worker outcomes at the different career stages (organizational entry, mid-career, late career, retirement),
- can apply theories and empirical findings to derive practical recommendations for organizations interested in facilitating successful aging at work,
- can develop a checklist for facilitating successful aging at work for use by organizations,
- can identify suitable text sources to build the theoretical background of the checklist,
- can prepare, conduct, and analyse semi-structured interviews with different stakeholders,
- can synthesize information obtained from the literature and the interviews in order to develop recommendations that (a) reflect different levels in the organization (individual, team, HR, organization, society), (b) reflect different levels of specificity (broad recommendations and specific advice), and (c) are parsimonious and practical,
- can prepare a written document to explain the background and use of the checklist,
- can translate theoretical knowledge to applied settings,
- have enhanced their verbal and written communication skills.

**Content:** Objective: In this course, we discuss research on aging at work and career development of workers from different age groups. Students will expand their practical skills by developing a checklist for successful aging at work for use by organizations.

Content: The topics covered in the course are related to adult development and aging in the work context as well as workers' career development. We discuss important theories and empirical findings in these broad areas as well as specific topics such as onboarding and socialization of younger workers, issues of workers in mid and late career, the retirement transition, and working after retirement. Throughout the semester, students will conduct interviews with different stakeholders (e.g., company leaders, human resource professionals, workers, unemployed persons, and researchers) to develop a checklist for successful aging and development in the work context for use by organizational practitioners.

**Assessment:** The course contains student presentations and practical exercises. Attendance is required. Presentation, written assignments, written exam (essay)

**Language:** English

**Literature:** To be announced at start of the course

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**Psychophysiology and its applications**

**Lecturers:** Dr. E.G. Akyurek, Dr. J. Jolij
**Contact:** Dr. E.G. Akyurek
**Objective:** After having successfully completed this course, students are able to:
- effectively search, interpret and summarize scientific literature in the rapidly developing interdisciplinary fields of psychophysiology and cognitive neuroscience;
- evaluate scientific progress in these fields, particularly with regard to possible applications;
- communicate about specific studies in these fields with a view towards application by giving a structured presentation and by writing an individual paper;
- work and cooperate successfully with others to find, interpret and present relevant literature.

Content:
This course focuses on a selection of current perspectives and issues in the fields of psychophysiology and cognitive neuroscience. While addressing these, the application of neuro-cognitive knowledge and methods to ‘every-day’ situations (e.g., driving a car or deciding on a purchase) is of particular interest.

Examples of topics that are to be discussed are the usefulness of physiological measures in applied settings, and the influence of emotion on cognition and decision making.

EC: 5
Semester: semester I a
Format: seminar
See comments below for details on the format of this course.

Hours per week: 2
Language: English
Assessment: essay
Remarks: Each of the lectures deals with a pre-selected topic, and is organized by the students themselves, in small groups. After the formal presentation, a content-driven discussion follows.
This course format requires active participation of all students, and to that end mini-exams (on the papers due for that meeting) are taken at the start of each lecture.

Literature: The literature, consisting of scientific papers, will be made available on Nestor

Repeated Measures
Lecturer: Dr. M.E. Timmerman
Contact: Dr. M.E. Timmerman
Objective: After the course students
- know the most frequently applied models for analyzing repeated measures,
- can determine which model is most appropriate for a given empirical question,
- can apply the model to an empirical data set, using SPSS,
- can correctly interpret the results.

Content: In a repeated measures design subjects are measured multiple times on one or more variables. In these so-called within-subjects designs effects are often easier to demonstrate than in between-subjects designs. Repeated measures data can be analysed with special – extended – ANOVA models: multivariate techniques, using MANOVA (multivariate analysis of variance) and random effects or mixed model univariate techniques (with so-called epsilon corrections). Another model to analyse repeated measures data that is discussed is the multilevel model for change: a random effects model that combines the ANOVA approach and regression analysis.

EC: 5
Semester: semester I a
Format: lecture, practicum
If you take Multivariate Models or have completed Multivariate Models, you are not allowed to take Repeated Measures. If you are interested in the content of both Repeated measures and Multivariate models, please contact the lecturer of the course before the start of the courses.

Hours per week: 4
Language: English
Assessment: written exam
Remarks: This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3).
Multivariate models

**Lecturer:** Dr. J.N. Tendeiro

**Contact:** Dr. J.N. Tendeiro

**Objective:**
To provide insight in a number of models for analysing data with a multivariate nature. Learning to apply these models using software (specifically SPSS) and interpreting outcomes of the analyses.

After the course, the student:
- has insight in the multivariate models most frequently applied in social sciences,
- can determine which model is most appropriate for a given empirical question,
- can apply the model to an empirical data set, using SPSS (or R), and to correctly interpret the results.

**Content:**
During this course, a number of multivariate and univariate models will be dealt with. In multivariate models, more than one dependent variable is measured simultaneously. This results in more powerful results as compared to univariate analyses. Methods that will be discussed include: MANOVA, discriminant analysis, ANCOVA, factor analysis and log-linear models. For these models, both their theory and application in the social sciences (psychology in particular) will be discussed.

**EC:** 5

**Semester:** semester I a

**Format:** lecture, practicum

**Language:** English

**Assessment:** written exam

**Remarks:** You are not allowed to take this course if you are currently taking, or have already completed, the course PSMM-2 (Repeated Measures). If you are interested in the content of both Repeated measures and Multivariate models, please contact the lecturer of the course before the start of the courses.

**Literature:**

Casper Albers, *Reader Multivariate Models*

---

Advanced clinical neuropsychology

**Lecturer:** prof. dr. O.M. Tucha

**Contact:** prof. dr. O.M. Tucha

**Objective:**
After the course the students have in-depth knowledge about common issues relevant in clinical neuropsychology including:
- cost effectiveness of clinical neuropsychology,
- fatigue in patients with neurological conditions,
- disorders of awareness,
- psychological and psychiatric aspects of brain disorders,
- fitness to drive,
- ethics and research in clinical neuropsychology.

**Content:**
This course offers an advanced examination of brain-behavior relationships of major neuropsychological and psychological phenomena in patients with acquired brain damage. While in other courses in the field of clinical neuropsychology, the main emphasis is often on classical neuropsychological syndromes (e.g. agnosia) and conditions that can cause brain damage (e.g. stroke), the present course focuses on more general phenomena and problems with which clinicians are confronted when working with patients with neurological disorders. The phenomena discussed in the lecture (e.g. psychological and psychiatric aspects of brain damage) have a tremendous impact on the well-being of patients as well as their families and approaches to the assessment and management of these problems are presented. Furthermore, relevant
topics for the profession of clinical neuropsychology are discussed including cost effectiveness, ethics and research designs. Students will acquire knowledge through presentations of clinical case studies and research outcomes.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay)
Literature: Reader and journal articles

Neuropsychology and psychiatric disorders  
PSMNB-3

Lecturer: dr. L.I. Tucha
Contact: dr. L.I. Tucha
Objective: After the course the student knows:
- contributions of neuropsychology to psychiatry,
- associations between psychiatric disorders and cognitive impairments,
- factors influencing cognitive functioning of patients with psychiatric disorders,
- concepts explaining certain symptoms of psychiatric disorders on the basis of neuropsychological findings and assumptions,
- brain abnormalities underlying cognitive deficits of patients with psychiatric disorders,
- approaches to the assessment of cognitive functions of patients with psychiatric disorders,
- strategies for the neuropsychological management and rehabilitation of patients with psychiatric disorders.

Content: This course provides an overview of key topics in the neuropsychology of psychiatric disorders of adulthood. The course reviews the theoretical underpinnings of neuropsychology, psychopathology and neurobiology and provides a foundation in clinical neuropsychology central for understanding the cognitive impairments related with psychiatric conditions. Neuropsychological disturbances of patients with psychiatric disorders (e.g. schizophrenia, affective disorders, obsessive-compulsive disorder and anorexia nervosa) will be discussed. Approaches to neuropsychological assessment and treatment will be considered.

EC: 5
Semester: semester I a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay)
Remarks: Reader and journal articles.

Cognitive psychology: Theory and application  
PSMCB-2

Lecturer: Dr. J. Jolij
Contact: Dr. J. Jolij
Objective: Upon successful completion of this module, the students will
- have an overview of recent developments in cognitive psychology and neuroscience,
- understand how fundamental research can be valorized and applied to practical problems.

Content: In this course, recent developments in cognitive psychology and neuroscience will be discussed on basis of six themes: marketing, healthy ageing, law enforcement, cognitive enhancement, fitness and health, and human-machine interfacing. Per session, recent literature relevant to the domains will be presented in a short introductory lecture, after which students will work on a valorisation proposal, which they present to the group towards the end of the session.

EC: 5
<table>
<thead>
<tr>
<th>Course</th>
<th>PSMM-6</th>
<th>PSMSB-2</th>
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<tbody>
<tr>
<td><strong>Semester:</strong></td>
<td>Semester I b</td>
<td>Semester II a</td>
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<tr>
<td><strong>Format:</strong></td>
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<tr>
<td><strong>Hours per week:</strong></td>
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<td><strong>Language:</strong></td>
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<tr>
<td><strong>Assessment:</strong></td>
<td>Presentation, paper, assignment</td>
<td>written exam (multiple choice)</td>
</tr>
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<td><strong>Literature:</strong></td>
<td>Articles will be available via Nestor</td>
<td>Mellenberg, G.J. (2011) A conceptual introduction to psychometrics. (ISBN: 978-90-9094-729-3) € 46.00</td>
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<tr>
<td><strong>Test construction</strong></td>
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<tr>
<td><strong>Lecturer:</strong></td>
<td>Pof. dr. M. E. Timmerman</td>
<td>guest lecturers , prof. dr. E.M. Steg</td>
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<tr>
<td><strong>Contact:</strong></td>
<td>Pof. dr. M. E. Timmerman</td>
<td>prof. dr. E.M. Steg</td>
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<tr>
<td><strong>Objective:</strong></td>
<td>After this course students:</td>
<td>After attending this course, students will be able to:</td>
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<tr>
<td></td>
<td>- know and understand the principles of test and questionnaire construction,</td>
<td>- appraise the contribution of psychologists to promoting a sustainable society,</td>
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<td>- know how tests and questionnaires for a particular aim and a particular group are</td>
<td>- explain the interactions between human and the natural and built environment,</td>
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<td></td>
<td>effectively constructed, evaluated and interpreted.</td>
<td>- explain how environmental conditions affect human behavior and well-being,</td>
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<td>- identify individual, social and cultural factors affecting environmental behavior,</td>
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<td>- apply psychological theories, methods and interventions to understand and manage environmental problems,</td>
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<td>- identify which interventions can be implemented to manage environmental problems,</td>
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<td>- explain which factors affect the acceptability of environmental policies,</td>
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<td>- reason why interdisciplinary research is needed to manage environmental problems.</td>
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<tr>
<td><strong>Content:</strong></td>
<td>Psychological tests and questionnaires are commonly used by academic researchers and practitioners, in the advisory and selection field and in clinical practice. But how are these instruments devised and how can we assess their value? This course unit discusses the process of test construction and various methods currently available for understanding psychometric properties. It looks at the principles of various item response models and considers their application in practice. It also considers the important issues of validity and norm-referencing.</td>
<td>Current global trends indicate that human impacts on the environment are considerable. How can we encourage people to act more pro-environmentally, and how do environmental conditions affect human well-being and behaviour? Environmental psychology studies the transaction between human and the natural and built environment. The first part of the course focuses on effects of environment on human well-being and behaviour. Amongst others, we discuss the effects of environment (such as noise, odour) and environmental risks (such as nuclear energy, flooding) on human and well-being. Also, the positive effects of nature on health and well-being are outlined. This course unit focuses on effects of human behaviour on environmental quality. We discuss factors influencing environmental behaviour and effective and acceptable ways to promote behaviour change and environmental problems. We will particularly consider psychological aspect related to environmental problems, and ways to promote sustainable energy transitions. Various experts in the field will give presentations.</td>
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<td><strong>Semester:</strong></td>
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<td><strong>Assessment:</strong></td>
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<tr>
<td><strong>Literature:</strong></td>
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Personal, social and cultural change  PSMSB-5
Lecturer: Dr. K.E. Keizer
Contact: Dr. N. Hansen, Dr. K.E. Keizer
Objective: Students who participated in this interactive course will:
- know and understand relevant and recent theories and empirical evidence in the field of personal, social, and cultural change,
- be able to critically analyse recent societal problems based on psychological theories and research,
- be able to understand and voice different perspectives of involved stakeholders such as scientists, government, companies, and organizations,
- can design interventions to change people’s behaviour in the field of health, environment, and groups in society,
- know how to develop an evaluation design to systematically investigate the effectiveness of an intervention,
- know how to present a theory-driven critique of an existing intervention.

Content: In deze nieuwe cursus maken studenten kennis met theorieën en modellen betreffende
persoonlijke, sociale en culturele verandering. Studenten krijgen inzicht in verschillende typen verandering en hoe deze veranderingen kunnen worden opgewekt. Je leert in deze actieve cursus eveneens kritisch naar onderzoek te kijken, en op basis van opgedane theoretische kennis, onderzoeksvragen en interventies te ontwerpen in verschillende domeinen (e.g. welzijn, milieugedrag, regel naleving, conflicten tussen groepen, ontwikkelingshulp). Bij deze gevorderde cursus wordt uitgegaan van een achtergrond in psychologische theorieën en experimenteel denken wordt verwacht in deze gevorderde cursus.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 3
Language: English
Assessment: written exam, paper
Additional literature will be announced on Nestor

**Controversies in social psychology**

*Lecturers:* dr. K. Epstude
*Contact:* dr. K. Epstude
*Objective:* After attending this course students can:
- outline current debates in the field of social psychology,
- criticize existing theories/paradigms in a constructive way,
- Propose solutions to existing debates based on the available scientific evidence.

*Content:* In this course, students will be introduced to relevant controversies within the field of social psychology. The aim is to understand the various perspectives, to compare them to each other, to reflect on the possibilities for integration of opposite positions, and, eventually, to define an own position in the debate. In order to accomplish this, the students will become acquainted with both current themes in social psychology and with the various perspectives on everyday phenomena existing today. For this purpose the students will study texts that exemplify diverging positions on a certain topic. Based on these texts, critical debates will be held during class meetings.

EC: 5
Semester: semester II b
Format: lecture
Hours per week: 3
Language: English
Assessment: written exam (essay)
Literature: *Syllabus op Nestor*

**Current topics of intergroup relations in society**

*Lecturers:* Dr. N. Hansen
*Contact:* Dr. N. Hansen
*Objective:* In this course, students will learn about current societal topics in the field of intergroup relations such as conflict, collective action, discrimination, and cooperation. This course applies an interactive learning approach, and asks your active participation in class guided by the lecturer. In addition, this course aims at developing knowledge transfer skills, as well as student’s critical and analytical thinking.

*Content:* People around the world support collective action against violence. They experience anger even though they were not personally insulted but an ingroup member. They are in conflict with or even help other groups. In this course, the central focus is on social
psychological theories of intergroup relations that explain current societal problems and provide insights on how to develop interventions. Every session is dedicated to a different topic. In the first half of the class students will present and lead the discussion of the main hypotheses and contradictions based on the assigned readings, and are invited to use creative ideas to engage the class into the discussion. The second half will be dedicated to the discussion of recent empirical research, small group assignments, or discussions about societal issues with experts. Active participation, presentation in class, and writing are components of this interactive class. This will be an advanced class for students with an interest and background in social psychology!

EC: 5
Semester: semester I b
Format: lecture
Language: English
Assessment: Individual paper, presentation
Remarks: This course will be given in English. Please contact Nina Hansen if you wish to participate and do not have a psychology bachelor and are not enrolled in the psychology master or the Research Master Behavioural and Social Sciences.

Literature: Literature will be announced on Nestor

Managing Groups

Lecturers: dr. N. Koudenburg, prof. dr. T.T. Postmes
Contact: dr. N. Koudenburg
Objective: After attending this course, students can:
- formulate a scientific view on group dynamics,
- recognize dynamic processes within and between groups,
- give practical advice to third parties based on this view,
- independently influence the own group process.

Content: This course aims to enable students to formulate a theoretically grounded analysis on group processes and put their knowledge into practice. The course uses a multi-level approach in which students learn to recognize social processes on different levels of analysis: culture, social identity, interpersonal relations/individual differences. Both the recognition of processes “within” levels (e.g., conflicts between groups) as “cross-level” effects are considered. Additionally, the course offers students the opportunity to obtain practical experience in working with groups, analyzing group processes and formulating policy advice. In practical assignments students learn to apply their knowledge about groups. The applications focus on the following themes:
- The formation of norms and social identities through small-scale social interactions and nudges.
- Mediation in conflict between groups: applying techniques that can reduce conflict.
Theory and practice will also be linked through guest lectures by professionals working in the business sector and the government. The guest lectures will provide the connection between these themes and the field.
It is possible to link this course to a traineeship.

EC: 5
Semester: semester II a
Format: practicum
Language: English
Assessment: weekly assignments, presence is mandatory
Remarks: This course will be given in English.
Literature: Diverse articles (t.b.a.)
Contact: Dr. M. van Zomeren
Objective: After the course, the students:
- can analyze "culture" in a psychological (rather than geographical) sense,
- can formulate questions fundamental similarities and differences between different members of different cultures,
- can apply cultural-psychological theory and research about fundamental themes such as emotion, morality and self,
- can translate theoretical and empirical knowledge about cultural psychology to practical 'everyday' and societal situations (e.g., coping with cultural differences on the workfloor, immigration),
- can use cultural-psychological theory and research to develop a novel and focused research question and hypothesis (through an obligatory assignment).

Content: The central theme of the course concerns the fundamental question whether humans, across and within cultures, are fundamentally different or similar in their psychology. The course is organized into different fundamental psychological themes, such as emotion, morality, self and identity, norms and social relationships, acculturation and immigration, complemented with lectures about the purpose and practical utility of cross-cultural research. Thus, the course makes use of theory and research in cultural psychology that can be applied to everyday life (e.g., working with people from different cultural backgrounds) and to societal issues (e.g., immigration). It focuses on culture as a psychological (rather than a geographical) construct, which can be applied to any differences between groups of people that have consensus about what they believe to be valid and valuable in society.

The key message of the course is that although cultural-psychological theory and research has documented many specific differences between people, these specific differences can only be understood through their underlying general similarities. In many instances (e.g., emotion, morality, self-construal, social relationships), humans share the same fundamental processes but translate or otherwise use these differently, depending on the cultural context. This point of view that departs from similarity (rather than difference) suggests that most cross-cultural conflicts has roots in "being the same but acting in a different way", which offers hope and scope for solving such conflicts.

EC: 5
Semester: semester I a
Format: lecture
Language: English
Assessment: written exam, assignment
Remarks: This course will be given in English.

Health psychology

Lecturers: Prof. Dr. A. Dijkstra
Contact: Prof. Dr. A. Dijkstra
Objective: After this course the student:
- Knows the phenomena of health behavior, adjustment to illness, and changing behavior
- Knows the most important theoretical perspectives to understand these phenomena
- Can combine and integrate these perspectives
- Can critically reflect on these perspectives, and on related methodological issues
- Can apply these perspectives on real-world phenomena
- Knows how to design simple and complex interventions in Health Psychology
Content: Health matters to us all; people are busy conserving their health every day, in traffic, in food choices, and in their leisure time activities. This course unit approaches the area of Health Psychology from the following three broad topics: health behaviour, adapting to illness and behavioural change.

‘Health behaviour’ is primarily concerned with explaining unhealthy behaviours such as unsafe sex, high alcohol consumption, smoking and unhealthy eating. Why do people knowingly jeopardize their own health? And what about habits, good intentions and low motivation to change behavior? Some of the theories and constructs that are relevant here are the Theory of Planned Behavior, the Stages of Change, implementation-intentions and the Impuls-Reflection Model.

‘Adapting to illness’ looks at how people adapt behaviourally and psychologically to being ill. Behavioural adaptation is about following medical directions (one-third of patients do not follow their doctor’s advice), arranging social support and communicating with the doctor. Psychological adaptation involves the psychological process by which ill and disabled people can have a good quality of life, despite their limitations and suffering. Among other constructs, symptom perception, illness beliefs, acceptance, and coping are relevant to understand the phenomena.

‘Behavioural change’ focuses on changing behaviour, to motivate smokers to quit, and patients to adhere to the medical prescriptions. It addresses three main kinds of persuasive communication: fear appeals, message framing and computer-tailoring. Their effects are often hampered by the resistance that they can provoke. Also addressed are effective skills, tricks and basic principles that psychologists use to bring about behavioural change. In addition, complex multi-faceted interventions must be applied to induce large scale change. Intervention Mapping is one method to develop effective interventions.

EC: 5
Semester: semester I a
Format: lecture
Language: English
Assessment: written exam (multiple choice)
Remarks: This course will be given in English.
Literature: Syllabus
5. Bachelor level Sociology courses

Introduction

A number of courses in sociology and methodology on the bachelor level are open to international students with suitable qualifications and will be given and examined in English provided there are sufficient candidates enrolled.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th>period</th>
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</thead>
<tbody>
<tr>
<td>SOBA202B</td>
<td>Application of Theories</td>
<td>semester 1a</td>
</tr>
<tr>
<td>SOBA904</td>
<td>Social and institutional change</td>
<td>semester 1a</td>
</tr>
<tr>
<td>SOBA204</td>
<td>Organization sociology</td>
<td>semester 1b</td>
</tr>
<tr>
<td>SOBA221</td>
<td>Social Networks</td>
<td>semester 2b</td>
</tr>
</tbody>
</table>
Application of Theories

**Syllabus**

- **Lecturers:** E.M. Muñoz Herrera
- **Contact:** Prof. Dr. A. Flache
- **Objective:** A successful student of this course can:
  - describe the basic structure of scientific explanations and apply it to simple examples (deductively – nomological approach);
  - describe the adequacy criteria for scientific explanations according to Hempel and Oppenheim, relate these to Popper’s concept of falsifiability and assess the criteria for concrete examples of explanations of social phenomena,
  - apply propositional and syllogistic logic to analyze the logical consistence of simple examples of explanations of social phenomena,
  - formulate and analyze macro-micro-macro explanations of social phenomena
  - formulate sound theoretical explanations of social phenomena.
- **Content:** Scientists develop explanations and/or predictions of very specific phenomena based on very general theories about the behavior of individuals and social systems. These general theories need to be applied to the specific research problem. In this course, students learn how this is done in a scientifically correct way. Based on many examples from the social-scientific literature, we discuss how theories should be formulated and how they are applied in a logically correct way to generate testable predictions and analyze policies. The application of theories will be taught in lectures and practices in tutorials, related to weekly assignments (a lecture and a practical each week).
- **EC:** 5
- **Semester:** semester I a
- **Format:** lecture, seminar
- **Hours per week:** 4
- **Assessment:** written exam (essay), written assignments
- **Literature:** *Syllabus, € 20.00*

Social and institutional change

**Syllabus**

- **Lecturer:** dr. H.C. van der Blonk
- **Contact:** dr. L. Heyse
- **Objective:** To provide an overview of theories and empirical evidence on the interrelationship between institutional change and socio-economic development.
- **Content:** What is the importance of norms and rules in shaping social life and enabling development? What is the importance of norms and rules in shaping social life and enabling development?
  This course discusses the role of institutions, i.e. norms (like cultural conventions) and formal rules (like laws) in society, the economy and politics, and also on how is it that institutions affect societal and economic development and prosperity. It discusses arguments from economic sociology, neo-institutional theory, as well as cross-cultural sociology and anthropology. We aim at providing basic but comprehensive knowledge about the concepts and central debates on the influence of institutions in our lives. Among others, the following topics will be raised: the role of the state in a market economy, the effect of cultural norms in economic development, isomorphism and
legitimacy, the importance of social capital and social movements, the emergence of inefficient institutions, and the problems of bringing insights from institutional theory into practice.

EC: 5  
Semester: semester I a  
Format: lecture  
Hours per week: Variable  
Assessment: written exam (essay)  
Literature: Articles in scientific journals, accessible through Web of Science

Organization Sociology  
SOBA204

Lecturer:  
dr. A. Labun  
Contact:  
Prof. Dr. R.P.M. Wittek  
Objective:  
Few aspects of modern life remain untouched by formal organisations. They accomplish most of what the society wants and needs. This means that today we live in the world greatly made up of organisations, their rules, their structures, goals, members. Understanding organisations is a step toward understanding how modern society functions, how we can live better with and increase our well-being within organisations, how we can contribute to the organisation's effectiveness, and possibly even how we can make the organisations serve our ends more effectively.

This course will introduce the students to the internal life of modern organisations: how do organisations work, why do they behave as they do, how do they deal with internal and external problems, how do they change and why are they sometimes incapable of change, and finally how do people behave within organisations, what keeps them motivated and engaged.

Participants will gain insights into the assumptions and predictions of the sociological, psychological and economic organisation theories, and into the crucial differences and similarities between these theoretical perspectives. They will be able to apply the relevant theories to explain the organisational processes and phenomena in the real world.

Students will have an overview of the different Human Resource Management practices and their crucial role in determining organisation's success or failure. Particular attention will be given to the institutional and organisational context conditions influencing the effect of different HRM practices on organisation's employees and management.

Content:  
The first part of the course - “Organisation theory” will discuss the changing role of organisations in modern society, introduce some key dimensions for the analysis of how organisations affect individual behaviour, as well as the core concepts and assumptions underlying economic and sociological organisation theories.

The second part of the course - “The dynamics of organisational life” discusses the internal life of organisations, organisational behavior and development. Special attention will be given to understanding the employee perceptions and emotions, motivation and engagement. The students will also be introduced to group dynamics with respect to power and organisational politics, empowerment, leadership, organisational structure, managing change, innovation and creativity.
Finally, the concluding part of the course - “Organisational Governance” will provide a sketch of different HRM systems, followed by a detailed description of the key HRM practices used by the modern organisations for the governance of the employment relation.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 4
Assessment: written exam (essay), written exam (multiple choice)
Articles in scientific journals, accessible through Web of Science

Social networks

Lecturer: Dr. C.E.G. Steglich
Contact: Dr. C.E.G. Steglich
Objective: Students participating in this course acquire knowledge of the main theories, methods, and applications of social network research, as well as basic skills to collect, analyse and visualise network data. After the course, they should be able to design and conduct a small-scale network study on their own.

Content: Social networks are formal representations of the way how social actors relate to each other, and depend on each other. As examples, think of informal talk and gossip among the employees of a firm, and the way how gossip can undermine the standing of a colleague. Or think of knowledge flow between the firms that work in the same industry, and the dependence of business success of the firm on its knowledge base. Or think of friendship among the adolescents that go to the same school, and issues of social exclusion or minority integration.

In terms of sociological theory and modelling, social networks offer a good framework for understanding how a system of interdependent social actors functions, i.e., how actors create networks and how networks affect actors' individual outcomes. In the course, students make acquaintance with the main network theories and theorists, from George Homans' individualist foundations ('The Human Group', 1950) via Harrison White's structuralism ('Identity and Control', 1992) to current research on Social Mechanisms. In a variety of research domains and problem areas, they learn to apply network thinking and network concepts, including social cohesion and integration, social capital, social position and hierarchies, and social diffusion processes.

In applications, students encounter network data from a diversity of domains (such as friendship at school, communication within an organisation, or cooperation between organisations). In group assignments, they collect network data of different types on their own. In the accompanying computer labs, they learn how to enter, process, and visualise network data.

EC: 5
Semester: semester II b
Format: computer practical, lecture
Hours per week: 6
Assessment: Three larger group assignments, several computer-based partial tests, and a final exam

Remarks: This course is open to participation of Erasmus students. While teaching is done in English, the assignments and exams can be answered in Dutch as well.

Literature: Additional readings on Nestor.
Minor Challenging Youth

Intercultural Pedagogy

Gender, Diversity, Education

Issues in Child Rearing

http://www.rug.nl/gmw/education/stud...
Introduction
Our English-language elective programme aims to acquaint students with the contribution that the pedagogical and educational sciences make to analyses of and interventions in issues that may arise in child-rearing, collectivised in the notion of ‘challenging youth’. This process of familiarisation is done by presenting students with a dual set of perspectives on challenging youth. On the one hand, historical, theoretical, intercultural and socio-scientific conceptual resources—including for example gender and ethnicity—are deployed to show students a highly diverse and transnationally recognisable area of pedagogical care. On the other hand, typically Dutch forms of “orthopedagogisch” or special needs responses are introduced that address problems by actively intervening in the national system of education, schooling and youth care.

The coordinator for this minor is Dr. Diana van Bergen. She can be contacted at d.d.van.bergen@rug.nl.

Program

<table>
<thead>
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<th>Code</th>
<th>Course name</th>
<th>Semester</th>
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<td>PAMIN01</td>
<td>Intro. to challenging behaviour in youth</td>
<td>Block 1a</td>
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<td>PAMIN02</td>
<td>Paper “Challenging Youth”</td>
<td>Block 1b</td>
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<tr>
<td>PAMIN03</td>
<td>Issues in child-rearing and challenging behaviour</td>
<td>Block 1a</td>
<td>10</td>
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<td>PAMIN05</td>
<td>Intercultural pedagogy</td>
<td>Block 1b</td>
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<td>PAMIN06</td>
<td>Gender and diversity in education</td>
<td>Block 1b</td>
<td>4</td>
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<tr>
<td>PAMIN08</td>
<td>International history of educational ambitions</td>
<td>Block 1a</td>
<td>5</td>
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The minor courses of “Challenging Youth” can be taken separately.

Course descriptions

Introduction to challenging behaviour in youth

Contact: Dr. D.D. van Bergen

Content: Introduction to the contributions of the pedagogical and social sciences to the analysis of and intervention in issues of raising young people, in particular challenging behaviour in youth. The introduction will cover theoretical, intercultural and social scientific approaches, and address the relevance of gender and ethnicity. Contemporary debates in relation to ‘challenging youth’ will be explored by studying key questions such as: Who should we count as “challenging youth?” What constitutes “Problem behaviour?” How and in which ways are psychiatric diagnoses of children (such as ADD) shaped by social and cultural factors?

EC: 1
Semester: semester I a
Format: Lecture
Assessment: Participation, short essay
Paper  PAMIN02

Lecturer: Dr. S. Parlevliet
Contact: Dr. S. Parlevliet
Objective: Critical reflection on challenging behaviors among children and youth described in children’s books.
Content: The students will choose a children's book representing problem behavior among children or youth. The student will analyze how definitions of specific challenging behaviors are the product of a historical and/or contemporary social context.
EC: 5
Semester: semester I b
Format: self-study (students will be tutored)
Assessment: Assignment (paper)

Issues in child-rearing and challenging behaviour  PAMIN03

Lecturer: Prof. Dr. H.W.E. Grietens
Contact: Prof. Dr. H.W.E. Grietens
Content: Core theme of this course is violence in the lives of children and families. First, a taxonomy of violence is outlined, including different types of violence (physical, verbal, emotional, sexual) in different systems (peer context, family, society, self). Next, prototypes of violence are presented: juvenile delinquency, bullying, inframfamilial child abuse, child sexual abuse, self-harm and suicidal behaviour, violence in the aftermath of war. For each prototype, we discuss definitional problems, prevalence/incidence rates, risk and protective factors, developmental pathways, consequences, intervention and prevention strategies.
EC: 10
Semester: semester I a
Format: lecture, seminar
Assessment: oral exam, assignments (papers, presentation).

Intercultural pedagogy  PAMIN05

Lecturer: Dr. D.D. van Bergen
Contact: Dr. D.D. van Bergen
Objective: Students gain knowledge and understanding of different ways of thinking about the nature and impact of culture and cultural difference in the development and socialisation of children around the world, from a comparative, intercultural perspective.
Content: Children and youth in the Netherlands nowadays, like in many other countries all over the world, grow up in a multi-ethnic, multicultural society. Being born in a specific family and home culture, they encounter other (groups of) people and other cultures in the world outside the home, both physically, as in their neighbourhood, school and peer group, as well as virtually, through the internet and multimedia. Children and youth learn to identify with (parts of) their home culture as well as (parts of) other surrounding cultures, looking for a suitable mix.
This acquisition and identification process is located in time and space: bound and tested by the dominant culture represented in formal education and media. In multicultural societies like the Netherlands, space and value is unevenly distributed among different cultures. Minority cultures are frequently under pressure of assimilation or public scrutiny. How much space do we allow for cultural variation and diversity? How to deal with cultural difference and intercultural dilemma or conflict? A lot depends on the images we construct of our own and other people’s cultures, as well as on the perceived differences and similarities between them.
Intercultural pedagogy's central question is how to understand the impact of culture and cultural variation in theories and practices of socialisation and education. Dutch
intercultural pedagogical work mostly focused on Dutch immigrants and their offspring over the past 25 years. The largest immigrant groups living in the Netherlands are rather similar to migrant populations found in Germany (e.g. Turkish families), Spain (Moroccan families) or the United Kingdom (South Asian families, Caribbean families). In this course we address (some of) the research findings of these groups, and focus on ways to think about and do research on the impact of culture, cultural difference and cultural conflict on child and youth development and socialisation, crossculturally.

EC: 5
Semester: semester I b
Format: Lecture and seminar
Assessment: assignment(paper), written exam
Literature: Selection of scientific articles (Reader )

Gender & Diversity in Education
Lecturer: Dr. D.D. van Bergen + 4 guest lecturers
Contact: Dr. D.D. van Bergen
Objective: Objectives: Understanding meanings of diversity and gender in relation to upbringing and education, throughout the life course
Content: Social class, ethnicity, culture, gender and sexual orientation are central social categories when it comes to understanding diversity and its meanings. However, these meanings are dynamic: not only do they differ over time and place, these meanings can also vary between the social categories themselves. Historical, sociological and theoretical perspectives (amongst others) will be presented in relation to diversity in several educational contexts, such as the family, day care for young children, schools and universities. Four lecturers, each with their own expertise on this subject, will present either a specific perspective, or a specific educational theme in relation to gender and diversity.

EC: 5
Semester: semester I b
Format: lectures and discussion
Hours per week: 2
Assessment: Written exam
Literature: Nussbaum, M., Cultivating Humanity (5 chapters) (ISBN: 9780674179493) €30.00 +Selection of scientific articles (available at RUG digital library )

International history of educational ambitions
Lecturer: Prof. J.J.H. Dekker, Dr. S. Parlevliet
Contact: Dr. S. Parlevliet
Objective: Students will gain inside in the international history of educational ambitions and the process of transmitting and representing these ambitions. They will also learn to assess scientific writing on education critically.
Content: Ideas on the education of children and youth are not only to be found in books on education or in schools and institutions concerned with the upbringing of children. Ideas on education can be seen everywhere, for example on paintings, on television and in films, in children’s books. Moreover, they tend to travel. Ideas on education cross borders, are adopted by other countries and cultures, and often also adapted. Especially in Western Europe the exchange of educational ideas has been lively from the seventeenth century onward. This course offers a comprehensive and international approach of the history of education, focusing on the transmission and representation of educational ambitions. It covers four themes:
1) Educational ambitions and educational responsibilities
2) Changing meanings of the best interests of the child
3) Entering the child’s world
4) Children and youth at risk
In all themes the family context, youth care, and the attention for children with educational or developmental disorders and their caretakers will be taken into
account. Specific attention will be paid to the transmission and representation of educational ambitions, both formally (in formal works on education, such as educational treatises) and symbolically (for example in painting and children’s literature).

**EC:** 5  
**Semester:** semester Ia  
**Format:** Lectures and group meetings. During the group meetings students are tutored to critically discuss scientific articles on the topics addressed in the lectures.

**Hours per week:** 2  
**Assessment:** Written exam with essay questions for all students. Students of pedagogical sciences also write a critical review of three articles on one of the themes.

**Literature:** Dekker, J.J.H. *Educational Ambitions in History. Childhood and Education in an Expanding Educational Space from the seventeenth to the Twentieth Century.* (ISBN: 9783631595015)  
Stearns, Peter *Childhood in world history. 2nd edition.* (ISBN: 9780415598095)  
Various articles will be available on Nestor
7. Master level Education courses

The following courses on master level of Pedagogics and Educational sciences can be taken as an exchange student. Please note, you have to have a background in Pedagogics or Educational sciences to be admitted to the courses. If not, your case will be individually evaluated.

The following courses are available for exchange students:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th>period</th>
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<tbody>
<tr>
<td>PAMAPA007</td>
<td>Globalisation &amp; Lifelong Learning</td>
<td>semester 1a</td>
</tr>
<tr>
<td>PAMAPA019</td>
<td>Evaluation and intervention research</td>
<td>semester 1a/2a</td>
</tr>
<tr>
<td>PAMAOK008</td>
<td>Educational Organization and Management</td>
<td>semester 1a</td>
</tr>
</tbody>
</table>

**Globalisation and Lifelong learning**  
**Course code**: PAMAPA007  
**Lecturer**: drs. C.J. van der Linden, prof. dr. J.J.M. Zeelen  
**Contact**: prof. dr. J.J.M. Zeelen  
**Content**: Globalization affects the everyday lives of citizens throughout the world, in both industrialized and developing countries. Globalization is the transmitter of a broader process involving the modernization of local societies. This has both advantages and disadvantages, but it seems to be an irreversible process. The question is: how can adult education and lifelong learning help to steer this process of globalization/modernization in the right direction? How can these processes contribute to the development and spread of new technologies? How can active citizenship be promoted? And what does globalization mean for North–South cooperation? What new role do (former?) developing countries like China, India and
Brazil play? How can we prevent processes of social exclusion? This course unit discusses core concepts of globalization, linking them to departmental projects in the context of development cooperation in Africa.

**Evaluation and intervention research**  
**PAMAPA019**

- **Lecturer:** drs. C.J. van der Linden, prof. dr. J.J.M. Zeelen, dr. T. van Dellen  
- **Contact:** prof. dr. J.J.M. Zeelen  
- **Content:** This workshop addresses a variety of research designs used within practice-oriented research: programme-evaluation, implementation research, development research and action research. Case-study designs will be studied as well. In this module, the students' methodological knowledge and skills - combined with the students' own preferences - will be integrated into a research proposal that can be used for the Masterproject. The course will offer a suitable format for such a proposal.

**Educational Organization and Management**  
**PAMAOK008**

- **Lecturer:** dr. R. Maslowski, dr. A.J. Visscher  
- **Contact:** dr. R. Maslowski  
- **Content:** This module teaches students about the organization and management of educational institutes. The starting point is the different approaches to organizing a school that stem from various perspectives on organizations. Particular attention will be paid to the contingency theory of organizations, where the main idea is that the optimum structure for an organization and the most effective way to coordinate work processes is dependent on factors in the internal and external environment of the organization. Organizational structures are sometimes called the 'blue print' of organizations. Balancing this is the 'red print', i.e. the culture in the organization. Particularly in change processes (transformations), these cultural aspects can be of crucial importance. The final element examined in this module is quality management in educational institutes.

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**EC:** 5  
**Semester:** semester Ia  
**Format:** practical and discussions  
**Assessment:** Assignment, paper  
Other literature in agreement with lecturer
8. Minor: Psychology in Society

Have you ever wondered about the influence of culture on psychological processes such as thinking and decision making? Would you like to learn more about the influence people have on each other and how Behavioural change can be brought about? In the minor Psychology in Society you learn the theory underlying individual and interpersonal behavior in a culturally diverse setting with instructors who have first-hand experience translating theory into policy and practice.

In this 30-EC minor highlighting the applications of psychology in the workplace, in organizations, and in society you will:

• Gain knowledge and insight in the most important areas of psychology and learn to critically evaluate psychological claims in the press.
• Learn about the processes and environmental factors that influence the functioning of individuals and groups in organizations.
• Learn about the most important social psychological theories, the influence of culture on interpersonal behavior, and how this knowledge can be applied to societal problems.

Eight 5-EC courses are offered within the minor. Two courses are required; you are free to choose the remaining four courses yourself.

First Semester (September – February)

Block 1a

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSMIN01</td>
<td>Introduction to psychological theories and applications</td>
<td>5</td>
</tr>
<tr>
<td>PSMIN02</td>
<td>Research instruments critically considered</td>
<td>5</td>
</tr>
<tr>
<td>PSMIN09</td>
<td>The social psychology of communication</td>
<td>5</td>
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Block 1b

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>EC</th>
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<tbody>
<tr>
<td>PSMIN03</td>
<td>Psychology in the workplace</td>
<td>5</td>
</tr>
<tr>
<td>PSMIN05</td>
<td>Human Error</td>
<td>5</td>
</tr>
<tr>
<td>PSMIN07</td>
<td>Social Influence</td>
<td>5</td>
</tr>
<tr>
<td>PSMIN08</td>
<td>Consumer and economic psychology</td>
<td>5</td>
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Note that the minor is designed for students who are not psychology majors. Courses must be taken as a complete package. They cannot be taken a la carte.
PSMIN01 Introduction to psychological theory and application

Coordinator: Dr. L. Klavina

Learning goals: After the course the students:
- can describe and explain the major concepts, findings, and theoretical perspectives of several areas of psychological research,
- can apply basic psychological principles to explain and predict human behavior, emotions, thought, and judgment,
- can critically evaluate information about current events, policies, politics, health behaviors and cultural practices by using basic psychological principles.

Overview: This course provides an introduction to a wide range of psychological research including; behavioural, neurological, cognitive, clinical, cultural, developmental, evolutionary, and social psychology. The aim of introducing the multiple disciplines of psychology is to demonstrate that human behaviour can be understood and examined from many perspectives. The course is designed with non-psychology students in mind and also gives insight into how psychological research is carried out and applied. As such, understanding how psychological knowledge is generated helps students to critically assess common beliefs about human emotions, thoughts, and behaviours.

Format: lecture

Assessment: written exam (multiple choice)


PSMIN02 Research instruments critically considered

Coordinator: Dr. A. Sarampalis

Learning goals: By the end of the course, students can:
- describe the nature of the scientific process and how it applies to Psychology,
- read and understand reports of psychological research in the media and peer-reviewed publications,
- identify the strengths and weaknesses of their methodologies,
- where appropriate, suggest alternative explanations to reported data or improve upon the reported methods,
- explain the basic statistical procedures used in Psychological Research

Overview: This required course provides an introduction to statistical and measurement problems through case studies. Students learn how to critically interpret research claims in terms of sampling problems, validity of measures and reliability of instruments. Special attention is paid to the use of instruments in cross-cultural research.

Format: lecture

Assessment: written exam (multiple choice)


PSMIN03 Psychology in the workplace

Coordinator: Dr. N.P. Leander

Objective: This course offers a theoretical and practical orientation to the psychological approach to work and job design, organizations and organizational change, as well as personnel issues and human resource development. The course covers a wide range of topics, such as the impact of individual differences on work-
related variables, personnel selection and evaluation, training and development, attitudes and motivation, leadership and power, group dynamics, as well as organizational structure and climate. The knowledge gained from this course is meant to be relevant and useful to your own personal and professional life.

After this course students can:
- apply psychology to human behavior in the workplace through selecting the right strategies or theories to help solve to a problem presented to them,
- explain how and why I/O psychology is both a theoretical and an applied science,
- explain what a theory is and why we need them,
- distinguish different theoretical perspectives from each other, and do so for each topic covered,
- interpret charts, figures, tables, and research results,
- indicate how the results of research may (or may not) apply to real-world issues,
- demonstrate to have general knowledge on both 'Industrial' and 'Organizational' aspects of I/O psychology.

Overview: Work, Organizational, and Personnel Psychology takes a three-pronged approach in understanding how personal, social, and environmental factors are related to people’s attitudes and performance in their work environment. The course will discuss, illustrate and critically evaluate these three main research streams (work, organizational, and personnel psychology). Specific topics include: 1) job and task performance, employee health and well-being (work), 2) employee motivation, leadership and power, as well as group processes, such as cooperation, conflict, and decision making (organizational), and 3) the design and consequences of human resource policies (personnel).

Format: lecture

Assessment: written exam (multiple choice)


A much cheaper "E-textbook" is available online at: Remarks: http://www.coursesmart.co.uk/work-in-the-21st-century-an-introduction/landy-frank-j-conte-jeff-m/dp/9781118291207

PSMIN09 The social psychology of communication

Coordinator: Prof. A. Dijkstra

Objective: After this course the student is able to answer the following questions:
1. What do we talk about?
2. How do we speak?
3. What do we show?
4. How do cultures differ?
5. How can we understand the complexity of communication?
6. How do we communicate through new media?
7. How can we communicate with computers?
The student is able to recognize the phenomena related to these questions, knows various theoretical perspectives and conceptualizations to understand these phenomena, and is able to integrate these theoretical angles.

Overview: Communication is the essence of social behavior. Effective communication enables people to fulfill their physical and social needs and to accomplish things they could never do as an individual. This course covers phenomena such as cross-cultural communication, voice use and nonverbal communication, lying, language use, emotion expression and recognition, gossip and chatting, what we find to be normal and appropriate in communication, and communication trough new media. The course goes beyond what is said and also addresses why people communicate in certain ways. For evolutionary or other reasons, people may want support, they may want to influence others, or to affiliate with them. Prevention of miscommunication starts with proper understanding of such motives, by attending to non-verbal signals such as emotions, gestures and voice intonation and by realizing that people may try to deceive each other. Against this background, communication via the Internet is an interesting and contemporary phenomenon with social disadvantages as well as benefits. By giving descriptions of such social phenomena and by applying different theories, social psychology provides an inspiring account of phenomena we encounter every day.
PSMIN05 Human Error

Coordinator: Dr. D. de Waard

Objective: After the course students:
- know conditions that make human errors become disasters,
- know and understand the importance and the scope of the wider area of the context in which such disasters happen,
- know basic concepts for the cognitive and work psychology that form the foundation of such disasters,
- know methods to investigate the relation between the basic concepts and disaster conditions,
- know how knowledge and application of these basic concepts in the design of work, situations and activities may promote more safety,
- know the concept “safety culture” and related aspects,
- can analyze in a case description the underlying aspects that contributed to errors becoming a disaster.

Overview: All too often the human is considered a hazard – a system component whose unsafe acts are implicated in the majority of catastrophic breakdowns. However, this is a limited view on the matter, as people act within a system and most people do not wish to make errors or cause disasters. Moreover, there is another perspective that should be studied in its own right – the human as hero, whose adaptations and compensations bring troubled systems back from the brink of disaster. The basic premise of this course is that even when an accident can be traced to the erroneous act of an individual, the actions of the individual need to be understood within the context of environmental, societal, and organizational factors. This course provides an introduction to basic topics in work and cognitive psychology central to minimizing human error. Topics such as designing work to maximize performance and health, work-related mental stress, and selection and training are accompanied by an introduction to techniques used to investigate and classify human error. Emphasis is given to institutional safeguards against error situations.

Format: lecture
Assessment: written exam (multiple choice), paper (individual)


PSMIN07 Social influence

Coordinator: Dr. K. E. Keizer

Objective: Students who participated in this course will:
- know and understand relevant theories and empirical evidence in the field of Social influence,
- be able to see the various theories in relation to each other, in that they can name key similarities and differences.
- be able to recognize and name social influence tactics used in media, marketing, interventions.
- be able to evaluate and construct social influence tactics based on the theories and principles in the field or combinations of those.

Overview: Why do we always spend too much during sales? Why is “playing hard to get” such a great strategy to pick up a partner? Why do you sell ice-cream with a man in a speedo and insurances with a man in a business suit? How can you reduce rule transgressions by wearing gothic clothing? In this course you get an answer to these and many other questions. In this course you’ll learn how people's beliefs, and actions are influenced by others. You will be introduced to various theories, principles and studies that give insight to
how you can use people’s need for affiliation, accuracy and a positive self concept to persuade them. This (interactive) course is focused at both theory development and practical application.

*Format:* lecture

*Assessment:* written exam (multiple choice)

*Literature:* Syllabus will be available on Nestor/ Book to be announced on Nestor

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**PSMIN08 Consumer and economic psychology**

*Coordinator:* Dr. A.B. Ünal

*Objective:* After attending this course, students can:
- apply psychological theories in explaining and promoting changes in consumer decision-making and behaviour,
- identify key psychological processes behind economic and consumer behaviour,
- explain the influence of individual, social and cultural factors on consumer choices,
- reason why consumers often do not make rational choices,
- appraise the role of psychological mechanisms in the process of marketing a product (e.g., advertising effectiveness).

*Overview:* This course examines the psychological processes underlying economic and consumer behaviour and discusses individual and social factors that influence these processes. Effects of information and experiences with products and services on affect (emotions), cognitions (beliefs and judgements) and behaviour (purchase decisions and consumption-related practices) are discussed. We demonstrate that economic theories are often not accurate in explaining everyday behaviour, and why individuals often not make ‘rational’ decisions.

*Format:* lecture

*Assessment:* written exam (multiple choice)

*Literature:* Syllabus will be available on Nestor
9. Minor Challenging Society

Challenging Society is a faculty-wide combination package of courses taught in English. Student learn how to analyze the interplay between individuals and their social environment from a Behavioural social science perspective. Drawing on knowledge from Educational Science, Social Psychology, and Sociology this combination of courses offers an interdisciplinary approach to the topic of Challenging Society.

Students who want to take courses of this package can choose from the following courses that are on offer in the first two blocks of the first semester:

<table>
<thead>
<tr>
<th>Semester 1a</th>
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<tbody>
<tr>
<td>PSB3E-SP01</td>
<td>Group dynamics (Psychology, 5 EC)</td>
</tr>
<tr>
<td>PSB3E-SP03</td>
<td>The social psychology of communication (Psychology, 5 EC)</td>
</tr>
<tr>
<td>PSB3E-SP05</td>
<td>Interpersonal relations (Psychology, 5 EC)</td>
</tr>
<tr>
<td>SOBA202B</td>
<td>Application of Theories (Sociology, 5 EC)</td>
</tr>
<tr>
<td>SOBA904</td>
<td>Social and Institutional Change (Sociology, 5 EC)</td>
</tr>
<tr>
<td>PAMIN03</td>
<td>Issues in child-rearing and challenging behaviour (Education, 9 EC)</td>
</tr>
<tr>
<td>PAMIN08</td>
<td>International history of pedagogical ambitions (Education, 5 EC)</td>
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<table>
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<tr>
<th>Semester 1B</th>
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<tbody>
<tr>
<td>PSB3E-SP07</td>
<td>Social influence (Psychology, 5 EC)</td>
</tr>
<tr>
<td>SOBA204</td>
<td>Organization Sociology (Sociology, 5 EC)</td>
</tr>
<tr>
<td>PAMIN05</td>
<td>Intercultural pedagogy (Education, 5 EC)</td>
</tr>
<tr>
<td>PAMIN06</td>
<td>Gender and diversity in education (Education, 5 EC)</td>
</tr>
</tbody>
</table>

**Brief description**

Individuals, families, and organizations in contemporary societies face many challenges. Individuals trace their personal development in a diverse social environment, having to meet demands from various social contexts such as families, work organizations, and friendship groups. Families educate their children to become well adapted and fully participating members of a culturally diverse society. And organizations have to cope with ever changing demands from a complex social and institutional environment. Importantly, the ways in which individuals, families, and organizations deal with these challenges in turn shape society. Individuals challenge social norms, families challenge traditional role definitions and institutions, and organizations challenge competitors and accepted work and leadership practices. Thus, society is both challenging and challenge
10. Dutch Studies Program

The Faculty of Arts offers a Dutch Studies program, which includes courses in Dutch Literature and History, from a European Perspective. All courses are taught by specialists in the various fields of study and are given in English. Please note, we can only enrol you if there are places left. Availability of these courses is dependent on the amount of enrolled students at the faculty of Arts.

Information about the courses can be found on their website: http://www.rug.nl/let/organization/diensten-en-voorzieningen/international-office-new/exchange-students/dutch-studies-new/study-programme/.

There you can also find the day and time the lectures take place.

In order to sign up for one or more of these courses from Dutch Studies, you must contact the faculty international office. They will try to enrol you for the class.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Semester 1 - Course title</th>
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<tbody>
<tr>
<td>LBU018B05</td>
<td>Curious about the Dutch? Dutch Culture and Society Lecture Series</td>
</tr>
<tr>
<td>LBU012B05</td>
<td>Communication in and About the Netherlands</td>
</tr>
<tr>
<td>LBU025B05</td>
<td>Dutch history in an international perspective</td>
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<tr>
<td>LBU033B05</td>
<td>Literature from 1870 to the 1960s</td>
</tr>
<tr>
<td>LBU029B05</td>
<td>International Humanitarian Action: Dutch Perspective</td>
</tr>
<tr>
<td>LBU032B05</td>
<td>Nederlandse cultuur en maatschappij</td>
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<tr>
<th>Course code</th>
<th>Semester 2 - Course title</th>
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<tbody>
<tr>
<td>LBU001B05</td>
<td>The language situation in the Low Countries</td>
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<tr>
<td>LBU012B05</td>
<td>Communication in and About the Netherlands</td>
</tr>
<tr>
<td>LBU022B05</td>
<td>Curious about the Dutch? Dutch Culture and Society Lecture Series</td>
</tr>
<tr>
<td>LBU023B05</td>
<td>Dutch Contemporary History in an International Perspective</td>
</tr>
<tr>
<td>LBU030B05</td>
<td>Dutch Identity and Collective Memory</td>
</tr>
<tr>
<td>LBU031B05</td>
<td>Making of Modern Science in the Netherlands</td>
</tr>
<tr>
<td>LBU034B05</td>
<td>Visual &amp; Textual Culture of the Golden Age</td>
</tr>
</tbody>
</table>
Swimming against the tide or a fish out of water? A reflection on gender, sexism and student life

Laura Mitchell

How does it happen that... smart women have nothing to talk about, other than boyfriends?


Short shorts and false ‘lashes

Shortly following my entry into higher education it became apparent that the general culture promoted a particular kind of student life: to sleep all day and party all night. I quickly learnt that university night-life was supposed to be of the utmost importance. Entire days were to be dedicated to preparation for the night ahead, with careful consideration of what to wear later, decisions regarding heels or flats, and phone calls to ensure no one would turn up in the same outfit. I hasten to add, I am in no way opposed to individuals glamming themselves up, in fact my favourite part of a night out is often getting ready with my friends – but it is problematic when such a culture becomes the ‘norm’ and is viewed as almost compulsory. In addition, a report on sexism by the National Union of Students (NUS) concludes that club promoters and themed events held in student bars are key perpetuators for the seemingly increasing pressure on students to engage in sexual activity (NUS, 2013), and the subsequent shaming of women when they do participate (e.g. Ellen, 2014). As such, many female students objectify themselves (what Gill, 2008, refers to as sexual subjectification), to ensure that they are asked to go home
with their male of choice for the night (note the inherent heterosexism of the culture also prevalent). When I can be persuaded to go clubbing, I am considered an anomaly because I enjoy going out wearing a coat and jeans in the middle of November. It would seem shorts are getting shorter and false

‘lashes are getting longer, but the options available to young women regarding their social life are getting narrower.

I’m not sexist, I’m just a lad

Such behaviour begs the questions: Why do female students objectify themselves? Unfortunatelty, it would appear that UK student life has been ingrained by a sexist, misogynistic

‘lad’ culture. For those who are unfamiliar with the term, a ‘lad’ can be defined as someone who loves creating banter at the expense of others, women in particular, in order to get a laugh from their fellow lads (NUS, 2013). De Gregorio Godeo (2006) highlights how this form of ‘laddism’ is almost an exaggeration of masculinity, with sexism and homophobia as central components. To encourage ‘lad’ behaviour, there are a number of websites and pages on social networking sites designed specifically to enable male students to share their banter, upload photos of semi-naked woman and boast about their latest sexual conquests. One website in particular was forced to temporarily shut down due to posts and jokes encouraging rape behaviour, for example: ‘If the girl you’ve taken for a drink won’t spread for your head, think about this mathematical statistic, 85 per cent of rape cases go unreported. That seems to be fairly good odds’ (www.uniladmag.com, n.d.)

Despite my disgust at such ‘jokes’, I can’t help but acknowledge my frustration at fellow female students’ compliance and acceptance of the sexist attitudes that are rapidly dominating student university lives. It has ashamedly become acceptable for a man to grope a woman in a nightclub. I find it challenging to name an occasion whereby I have enjoyed a night out free of being touched, harassed or mocked by men. However, for some students, a night out is considered unsuccessful if their backside remains untouched and their breasts un-ogled. For whatever reasons, the lives of many young female students seem to revolve around men.

Going Dutch

Following my second year of university, I bid farewell to Blighty and moved to Groningen, the Netherlands, to study an Erasmus year abroad. My first impression of the city was both fantastic and surreal. I arrived at my houseboat and was greeted by two of my boat mates. They rode around Groningen with me perched on the back of one of their bikes, giving me a guided tour of the city. Sat amongst a crowd of Dutch people at a local festival, I observed the locals openly smoking marijuana together, a mere stone’s throw away from the nearest koffie shop. All the stereotypes I had heard about the Nether- lands appeared to be true; I really was living in the land of the liberals. As my time abroad progressed, I found it refreshing to be surrounded by a culture of people who appeared to have such a relaxed and accepting attitude towards life. I must stress at this point that I am fully aware such bold statements cannot be generalised across the entire country. Rather, I am sharing my personal experience of living in Groningen, specifically.

I soon came to realise that there was a marked difference between being a female student in the Netherlands and being a
female student in Britain. The ‘lad’ culture simply did not seem to exist in Groningen. In contrast to spending evenings in a nightclub looking for their latest fling, many students cycle to bars and pubs together to enjoy an evening of good food, great company and flowing drinks. To state that Dutch students never go out seeking a sexual partner would be myopic at best. However, ‘one night stands’ did not appear to be the prerogative of the night. I cannot express in words just how delighted I was to see young women attending social events free of make-up and high-heels. For the first time in my student life, I felt no pressure to maintain my appearance to conform to a socially acceptable standard. I was no longer mocked for my function-over-fashion choice of outfits and I fast became friends with males who were more interested in my sense of humour than my relationship status. It felt truly empowering going out for the evening without being harassed. In fact, throughout my entire year abroad I was the target of just one sexist remark (from a tourist). As a feminist, I decided to meet with my female Dutch friends to discuss whether my perception of gender equality in Groningen really was too good to be true.

Dutch women don’t get depressed
Fortunately, my Dutch friends were more than happy for me to grill them about their personal experience of growing up as a woman in Groningen. I found it interesting that when I asked if they had ever felt unequal to their male counterparts, all three young women (from somewhat differing social backgrounds) responded that they had not. I proceeded to show them some extracts from the aforementioned ‘lad’ websites and social networking pages which evoked a strong reaction from one individual in particular, who claimed: ‘if a man ever dared to say that to a Dutch woman, he would be absolutely annihilated. I can’t believe any woman would allow a man to get away with saying things like that’. Further more, all three young women did state that whilst there is some expectation for women to take care of their appearance in the Netherlands, it is incomparable to the high standards of beauty that feature within the UK media. As our conversation drew to a close, I asked each of my friends whether they had anything to add regarding gender equality in the Netherlands. I was both shocked and amazed to learn that not only is the wage gap narrowing between genders, Dutch women aged between 25 to 30 now earn more per hour than men (Chkalova & Drankier, 2014). In addition, I was advised to read the book Dutch Women Don’t Get Depressed, in which author Ellen de Bruin argues that Dutch women are amongst the happiest demographic in the world thanks to their ‘personal freedom’. I was relieved to discover that the beliefs I had formed over the past year regarding Dutch gender equality were in line with the perceptions of local students.

A journey of a thousand miles began with a single step
It would be naïve to suggest that the Netherlands is the model of a socially equal, liberal Western country. Having studied at the University of Groningen for a year, I have learnt that a number of Dutch communities and politicians, particularly in the south of the country, have been featured within the media due to their reluctance to accept the country’s growing number of immigrants (France-Presse, 2014). However, to quote Chinese philosopher Lao-tzu, ‘a journey of a thousand miles began with a single step’; the Dutch are certainly on the route to change. My personal experience of living in the Netherlands emphasised just how far the UK has to progress on a social
and legislative scale in order to reach gender equality. Moreover, it is imperative for individuals to acknowledge the rapidly growing, sexist ‘lad’ culture, which is damaging the university experience for so many UK female students. It is not acceptable to make jokes about rape. It is not acceptable to touch a woman without her permission, regardless of the social situation. Most importantly, it is not acceptable for young women to be raised thinking such behaviour is the ‘norm’. We should be encouraged and inspired by our Dutch counterparts to challenge the new wave of misogyny which is tainting our UK universities.

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