Dear exchange student,

Welcome to the Faculty of Behavioural and Social Sciences (BSS) of the University of Groningen! We hope you will have an unforgettable exchange experience during your stay in Groningen that 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.

To get an idea of what it is like being an exchange student in Groningen, some blogs of the ESN mentoring committee (MIC) are posted in this guide and quotes of former exchange students will be presented. On the last pages you find an article written by a former exchange student, Laura Mitchell. The article is about the differences between gender in her home country (UK) and the Netherlands.

Kind regards,

The BSS Mobility Office

The Netherlands

The Netherlands is small in size but has extensive international trade links and high standards of education, health care and social equality. As one of the founding members of the EU and with other European capitals only a short distance away, the Netherlands is at the heart of Europe. Our merchant past is still evident today in both the historic architecture and the international outlook of the population. Although Dutch is the main language, English is widely spoken. Our climate is characterized by moderate summers and changeable winters.
The University of Groningen

The University of Groningen (UG) was founded in 1614. For more than four centuries, the UG has experience in teaching and excels in research in all kinds of areas. Here is a quick glance at some UG facts:

- 30,234 students (1 September 2015)
- 5,608 fte staff
- 491 fte professors (m/f: 392/99)
- 1,200 PhD students
- 55 Bachelor's programmes
- 111 Master's programmes
- 15 Research Masters
- 10 Faculties
- 9 Graduate Schools

“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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Contact information

If you have any questions before or during your stay in Groningen, please contact the faculty’s Mobility Office. The Mobility Office is responsible for all your questions, both practical and content issues. If your question is not related to studying but you are not sure whom to contact, please contact us as well and we will refer you to the right person.

**Mobility Office**
E: exchange.gmw@rug.nl  
P: +31 50 363 6559  
I: [http://www.rug.nl/gmw/exchange](http://www.rug.nl/gmw/exchange)  
P: [www.facebook.com/BssStudentsExchange](http://www.facebook.com/BssStudentsExchange)

**Office hours**: Please check the [website](http://www.rug.nl/gmw/exchange) for up-to-date information

**Visiting address**: Please check the [website](http://www.rug.nl/gmw/exchange) for up-to-date information

**Mail address**:

Mobility Office  
Faculty of Behavioural and Social Sciences  
Grote Kruisstraat 2/1  
9712 TS Groningen  
The Netherlands

**For programme-specific questions, you can contact**:

**Pedagogy and Educational Sciences**:
Dr. M. (Monica) Lopez Lopez  
E: m.lopez.lopez@rug.nl  
P: +31 50 363 9194.

For questions about the content of the Challenging Youth minor, contact Dr. T. (Tina) Kretschmer, t.kretschmer@rug.nl.

**Psychology**
Dr. Stacey Donofrio  
E: s.m.donofrio@rug.nl  
P: +31 50 363 7034  
Office hours: Tuesdays from 15:00 to 17:00 (Heymans 209).

**Sociology**
Dr. Jacob Dijkstra  
E: j.dijkstra@rug.nl  
P: +31 50 363 6208  
Office hours: Fridays from 12:00 to 14:00 (ask at Mobility Office where you can find him).
Additional links that may be of interest:

Find out about us:
- [http://www.rug.nl/education/international-students](http://www.rug.nl/education/international-students)
- [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)

Information about student life in Groningen:
- [http://www.rug.nl/education/find-out-more/extracurricular-activities-associations](http://www.rug.nl/education/find-out-more/extracurricular-activities-associations)

Erasmus Student Network (ESN) 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!
- [http://www.esn-groningen.nl](http://www.esn-groningen.nl)

Free online Introduction to Dutch MOOC:
- [https://www.futurelearn.com/courses/dutch](https://www.futurelearn.com/courses/dutch)

Location of the faculty of Behavioural and Social Sciences

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

- **Start of the semester**
The course programmes start in September for the first semester and in February for the second semester. Ideally, students wishing to attend the exchange programme should arrive at the end of August or January so that they have sufficient time to get to know Groningen and the University buildings.

- **Academic Calendar 2016-2017**
At the end of each block is a 2-week period of exams. Students who do not pass an exam and wish to take a re-sit will be able to do so in the middle of the following block. Students who want to take a re-sit must carefully check the schedule to make sure they are still in Groningen for the exam. See page 9 for a complete overview.

**Semester 1: 5 September 2016 – 3 February 2017**

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

**Block 1a:**
- Lectures: 12 September – 28 October
- Exams block 1a: 31 October – 11 November
- Re-sits block 1a: Week 49: 5 December – 9 December

**Block 1b:**
- Lectures: 14 November – 20 January
- Christmas break: 26 December – 6 January (no lectures)
- Exams block 1b: 23 January – 3 February
- Re-sits block 1b: Week 9: 27 February – 3 March

**Semester 2: 6 February 2017 – 23 June 2017**

**Block 2a:**
- Lectures: 6 February – 31 March
- Exams block 2a: 3 April – 13 April
- Re-sits block 2a: Week 19: 8 May – 12 May

**Block 2b:**
- Lectures: 18 April – 9 June
- Exams block 2b: 12 June – 23 June
- Re-sits block 2b: Week 27/28: 3 July – 14 July

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 particularly the very kind and professional support from the Mobility 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*
In 2016-2017 no lectures or examinations will be held on the following days:

* Good Friday
* Easter Monday
* King’s Day – National Holiday, Birthday of the King
* Liberation Day – Celebration of the liberation on May 5, 1945
* Ascension Day

See the blue parts on the academic overview on page 9.

- **Credits**
The study load of each course is expressed in ECTS (European Credit Transfer Protocol). One ECTS is equivalent to 28 hours of study. An academic year (60 ECTS credit points) consist of two semesters (30 ECTS credit points each), and a semester is divided into two blocks (15 ECTS credit points each). Exchange students are advised to choose courses worth a total of 15 ECTS credit points for a block and a total of 30 ECTS credit points for a semester. This will ensure a balanced study load.

Ice skating during winter on the city canals
### Academic Year 2016-2017

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**Legend:**
- X: Lecture week
- X: Exam week
- X: Study free week
- X: Exam week, second chance
- X: Introduction week

*ah bens: 17-12-2015*
Courses for exchange students:

We do not offer courses exclusively for exchange students. This means that as an exchange student you will participate in courses alongside regular degree (Bachelor of Science and Master of Science) students. This will enhance your academic learning experience and give you a wide selection of courses to choose from. However, it does mean that you need to meet entry requirements similar to those we set for our degree students, regarding both your academic qualifications and your level of English language proficiency. The majority of courses open to exchange students are Bachelor’s (undergraduate) courses. Some Master’s (graduate) courses are also open to exchange students who have completed a Bachelor’s degree programme.

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
- Pedagogics and Educational Sciences
- Sociology

Next to this, the Faculty of Arts offers the “Dutch Studies Program”. This programme is about courses in Dutch Literature and History, within a European Perspective.

You may also choose courses from the University College Groningen, our Liberal Arts and Sciences Bachelor’s programme.

How to enrol for the courses of your choice?

After you made a course selection, please put the selected courses in your Learning Agreement. We will do our utmost best to register for all of your desired courses. When courses are not available (anymore) we will inform you about this as soon as possible in order to give you enough time to find another course. In the first two weeks of every block it is possible to make changes in your Learning Agreement.
Course package ‘Challenging Society’

Challenging Society is a faculty-wide combination package of courses taught in English. Students learn how to analyse the interplay between individuals and their social environment from a Behavioural and 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 semester:

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<td>Group dynamics (Psychology)</td>
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<td>The social psychology of communication (Psychology)</td>
<td>PSB3E-SP03</td>
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<tr>
<td>Application of Theories (Sociology)</td>
<td>SOBA202B</td>
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<tr>
<td>Social and Institutional Change (Sociology)</td>
<td>SOBA904</td>
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<tr>
<td>Issues in child-rearing and challenging behaviour (Education)</td>
<td>PAMIN03</td>
<td>9</td>
<td>1A</td>
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<tr>
<td>International history of pedagogical ambitions (Education)</td>
<td>PAMIN08</td>
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<td>1A</td>
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<tr>
<td>Social influence (Psychology)</td>
<td>PSB3E-SP07</td>
<td>5</td>
<td>1B</td>
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<tr>
<td>Organisation and Society (Sociology)</td>
<td>SOBA204A</td>
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<td>1B</td>
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<tr>
<td>Gender and diversity in education (Education)</td>
<td>PAMIN06</td>
<td>10</td>
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</table>

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 challenged.

You can find the course descriptions belonging to the courses listed above under the next paragraphs.
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 enrol for practical courses not listed in this guide such as Dialogue and Group Skills 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](http://www.rug.nl/psy/organisatie/medewerkers/index)

### First Semester (September – February)

#### Block 1a

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<td>PSBE2-23</td>
<td>Cognitive psychology</td>
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<td>PSBE2-24</td>
<td>Introduction to clinical neuropsychology</td>
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<td>PSB3E-IO04</td>
<td>Current topics in organizational psychology</td>
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<td>PSB3E-IO11</td>
<td>Sport and performance psychology</td>
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<td>PSB3E-KP01</td>
<td>Psychopathology: symptoms, classification and diagnosis</td>
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<tr>
<td>PSB3E-M05</td>
<td>Controversies in psychology</td>
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<tr>
<td>PSB3E-M13</td>
<td>Deception in clinical settings</td>
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<tr>
<td>PSB3E-SP01</td>
<td>Group dynamics</td>
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<td>PSB3E-SP03</td>
<td>The social psychology of communication</td>
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<td>PSMIN01</td>
<td>Introduction to Psychological Theories and Applications</td>
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<td>PSBE2-03</td>
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<td>PSBE2-22</td>
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<td>PSB3E-KP02</td>
<td>Understanding psychopathology</td>
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<td>PSB3E-KP07</td>
<td>Introduction to cognitive Behavioural therapies</td>
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<td>PSB3E-M06</td>
<td>Human error</td>
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<td>PSB3E-M09</td>
<td>Philosophy of psychology</td>
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<td>PSB3E-SP06</td>
<td>Consumer and economic psychology</td>
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<td>Developmental psychology</td>
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<td>PSBE2-04</td>
<td>Social environment and behavior</td>
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<td>PSB3E-CN04</td>
<td>School neuropsychology: Mind, brain and education</td>
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BLOCK 1A

**Cognitive Psychology**  
*PSBE2-23*

**Lecturers:** prof. dr. D.H. van Rijn, prof. dr. R. de Jong  
**Contact:** prof. dr. D.H. van Rijn  
**Prerequisite(s):** The course is only allowed for students who did NOT pass Be2-21 (or Ba-21) in a previous year.  
**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.

In this course we’ll explore “the science of the human mind”, and discuss how we, using well-controlled experiments, can increase our knowledge about mental functions (and their disorders), and how these insights can be used in applied settings.

**EC:** 5  
**Semester:** semester I a  
**Format:** lecture  
**Hours per week:** 4  
**Language:** English  
**Assessment:** written exam (essay) DIGITAL  
**Remarks:** During your second year you have to follow this course or Introduction to Clinical Neuropsychology (PSBE2-24). During the third year, the other course can be followed.

**Literature:**
2. *2016/2017 will be the last year that the 5th edition can also be used.*

**Introduction to Clinical Neuropsychology**  
*PSBE2-24*

**Lecturers:** dr. L.I. Tucha, prof. dr. O.M. Tucha  
**Contact:** dr. L.I. Tucha  
**Prerequisite(s):** The course is only allowed for students who did NOT pass Be2-21 (Ba-21) in a previous year.  
**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.
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)
Remarks: During your second year you have to follow this course or Cognitive Psychology (PSBE2-23). During the third year, the other course can be followed.

Current topics in organisational psychology  
PSB3E-1004

Lecturers: dr. S. Scheibe, S. Sanders MSc.
Contact: dr. S. Scheibe
Objective: After the course students:
- have insight in important current topics of organizational psychology that are not covered in other course offerings,
- have advanced scientific writing skills (i.e., formulate a research question, hypotheses and theoretical model; write a well-structured and argued theoretical introduction; develop and describe 2 research methods),
- have advanced presenting skills.

Content: The course will consist of lectures and practicum sessions. During lectures, students are introduced to current topics in organizational psychology that are not part of the existing course offerings. Topics may vary from year to year; examples are emotions, decision making, justice, and negotiation. This year, the focus will be on the role of emotions in organizations. Neglected for many years, emotion research has become a strong field in organizational psychology, based on findings that emotions and moods can have a strong impact on employees' cognitions, attitudes, motivation, and behavior. Students will gain an understanding of emotional processes at different organizational levels (within person, between persons, teams, and organization-wide). Specific topic include for example, emotional intelligence, emotional labor, emotional contagion, emotions and leadership, and emotional work climate. The course will also require students to work out and present a paper about an in-depth topic related to the course content (in groups of 4). Practicum sessions will lead students through the writing process and will also be a platform to receive multiple in-depth feedback from instructors.

EC: 5
Semester: semester I a
Format: lecture, practicum
Hours per week: Variable
Language: English and Dutch
Assessment: assignments, written exam (multiple choice)
course attendance is required
Remarks: This course is specifically developed for students who prepare for a master in Industrial-Organizational psychology, and is not open to students from outside the faculty.

Literature:
- Journal articles and chapters; these will be announced at the beginning of the course.
Sport and performance psychology

Lecturers: dr. J.R. den Hartigh, prof. dr. N. van Yperen
Contact: prof. dr. N. van Yperen
Objective: - Have demonstrated knowledge and understanding of the key concepts, theories, models, and research findings from the field of sport and exercise psychology.
- Have demonstrated knowledge and understanding of how to use or apply sport and exercise psychology knowledge.

Content: In this course, we review the key concepts, theories, models, and research findings from the field of sport and exercise psychology. Students will be challenged to recognize their scholarly significance, to infer their implications, to think critically about them, and to put them into practice.

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

Psychopathology: symptoms, classifications and diagnosis

Contact: dr. M.J.J. Lommen
Objective: After this course the student:
- Can describe the primary purposes of the DSM-5 and the pros and cons of using the DSM-5
- Can describe the clinical presentation of the psychological disorders as outlined in the DSM-5
- Can recognize and name the classifications and corresponding symptoms according to the DSM-5
- Can explain which (differential) classifications should be considered based on a case example
- Can name what diagnostic criteria still need to be obtained in order to draw conclusions about the absence or presence of a classification, given a case description

Content: In this course we will provide an in depth review of a broad spectrum of psychopathological conditions as defined in the leading DSM-5. The DSM-5 classification of mental disorders and the criteria for classifying these conditions will be presented. After this course you will be able to apply the DSM-5 system in determining classification of psychopathological conditions. The pros and cons of a diagnostic classification system like the DSM-5 will be discussed as well. In the lectures several (guest)lecturers with a clinical background demonstrate the characteristic features of (common) psychopathological disorders. Dvd- and patient material will be used to illustrate these conditions.

EC: 5
Semester: semester I a
Format: lecture
Hours per week: 4
Language: English
Assessment: written exam (multiple choice), written exam (essay)
Literature: W. Rief - Available on Nestor, Article “DSM-5 - Pros and Cons”
American Psychiatric Association , Desk Reference to the Diagnostic Criteria from DSM-5 (ISBN: 0890425566 ), € 60.00

Controversies in psychology

Contact: dr. M. Derksen
Objective: After this course students:
- can recognize philosophical aspects of psychology in examples of controversies in
psychology,
- can discuss the relation between the biological and the social approach in psychology
in a short essay,
- can explain in the essay insights about scientific controversies in terms of theory of
science,
- can take a position regarding a controversy,
- can clearly formulate this position in the essay.

**Content:**
A number of classic and more recent controversies in psychology are explained. In
addition, what controversies teach about the theoretical and methodological themes in
psychology and about the historical and philosophical aspects of psychology is
discussed.

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

**Literature:**
- syllabus, €27.00

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**Deception in clinical settings**

**Lecturer:** dr. L.I. Tucha
**Contact:** dr. L.I. Tucha

**Objective:** 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 exaggerate symptoms to gain external incentives
(malingering) or to assume the sick role (factitious disorders). This course will give an
introduction to the field of malingering and factitious disorders. Recent studies about
malingering of cognitive disturbances (e.g., memory disorders) and psychiatric
disorders (e.g., posttraumatic stress disorder) will be discussed. Furthermore, this
course will look at recent research and case reports in the field of factitious disorders
(e.g., Munchausen syndrome and Munchausen syndrome by proxy).

**EC:** 5
**Semester:** semester I a
**Format:** lecture
**Hours per week:** 2
**Language:** English
**Assessment:** written exam (multiple choice)
**Remarks:** The lectures, reading materials and exam will be in English.
**Literature:**
- Reader and journal articles

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**Group dynamics**

**Lecturer:** dr. M. van Zomeren
**Contact:** dr. M. van Zomeren

**Prerequisite(s):** Only accessible for psychology students

**Objective:** After the course, the students:
- 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.

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

Literature:

The social psychology of communication

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.

EC: 5
Introduction to Psychological Theories and Applications

**Semester:** semester I a  
**Format:** lecture  
**Language:** English  
**Assessment:** written exam (multiple choice)  
**Literature:**
- A reader and literature on Nestor

**Lecturers:** K. Fousiani, F.M. Turner-Zwinkels

**Contact:** F.M. Turner-Zwinkels

**Objective:** 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.

**Content:** 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.

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

Research instruments critically considered

**Lecturer:** dr. A. Sarampalis

**Contact:** dr. A. Sarampalis

**Objective:** 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

**Content:** 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.

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

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BLOCK 1B

Psychology: History and application  PSBE1-26

Lecturer: dr. M. Derksen
Contact: dr. S.E. 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
Course material will be provided electronically.
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Remarks: 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 to 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
**Clinical psychology**  
**PSBE2-22**

**Lecturers:**  
dr. J.P. Wessel, dr. M. aan het Rot, Gastdocent(en)

**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)

**Remarks:**  
There is an older version of the book *Psychopathology: Research, Assessment and Treatment in Clinical Psychology - Custom for University of Groningen* (2014) with ISBN number: 9781119921851. This version can also be used in this course.

**Literature:**

- Additional capita selecta to be announced
- Davey, G., (2014) *Psychopathology: Research, Assessment and Treatment in Clinical Psychology - Custom for University of Groningen*. Wiley & Sons Ltd. Please note that this is a new book, containing the DSM-5 (ISBN: 9781119922490), € 38.00

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**Gerontology**  
**PSB3E-CN05**

**Lecturers:**  
dr. J. Koerts, dr. A.B.M. Fuermaier

**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 healthy aging are described as well as biological and psychological theories of aging. The types of dementia that will be discussed are Alzheimer’s disease, Dementia with Lewy Bodies, Vascular dementia, Parkinson’s disease dementia and Frontotemporal dementia. Furthermore, the diagnosis of Mild Cognitive Impairment, a precursor of...
dementia, will be introduced. Finally, consequences of having a dementia on the daily life of patients and their families will be discussed, including the capacity to make medical and financial decisions and the ability to drive. Students will acquire knowledge through presentations of clinical case studies and research outcomes.

**EC:** 5  
**Semester:** semester I b  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (multiple choice)  
**Literature:**  
- A reading list will be published on nestor.

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### Perception

**Lecturers:** dr. E.G. Akyürek, dr. A. Sarampalis  
**Contact:** dr. E.G. Akyürek  
**Objective:**  
- 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 (essay), written exam (multiple choice)  
The exam consists of multiple choice questions for the most part, but also features a limited number of open questions.  
**Remarks:** We are currently in the process of selecting a new textbook, so the book listed as literature might be replaced.  
**Literature:**  

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### Understanding Psychopathology

**Lecturers:** prof. dr. J.J. van der Meere, dr. M. aan het Rot, dr. R.F.A. Cox, prof. dr. P.J. de Jong  
**Contact:** prof. dr. P.J. de Jong  
**Objective:**  
- knows the most important theoretical approaches in the context of psychopathology,  
- has insight in the importance of theories for the understanding of psychopathology,  
- knows the implications of the various theoretical perspectives for diagnosis and
- can explain why therapeutic interventions can be best seen as the optimal application of the optimal theory.
- can apply their knowledge about the most important (developmental, biopsychological, conditioning, and cognitive) theories on psychopathology in a way to explain the origin and persistence of dysfunctional behaviour.
- can formulate starting points for therapeutic interventions that can be used to prevent or correct/modify this type of behaviours.

Content:
Why are so many people unable to restrict their food-intake? And how can this be reconciled with the other end of the spectrum where anorexia patients can control their food-intake to the point where it results in life-threatening complications? How can it be explained that simply asking a question to someone who is waiting at a bus-stop might make this person sweat and tremble? Why do people persist in their drinking even when they are at the point of losing their partner, kids, and job? The central aim of this course is to provide scientific clues that may help answering this type of questions; to generate scientifically sound explanations of the development and persistence of abnormal dysfunctional behaviour. This requires proper theories. Throughout this course the most important current theories will be discussed that have been advanced to provide a (temporary) explanation for dysfunctional, abnormal behaviour. It is impossible to address all helpful theories about all types of psychopathology. Therefore, this course focuses on those theories that are generally considered as the most powerful or most promising approaches. In this course we cover four different theoretical starting points (developmental, biological, learning, and cognitive) and illustrate each starting point on the basis of specific disorders and concrete case materials. Following a transdiagnostic perspective this course covers the most prominent mechanisms that are assumed to play a major role in the etiology and persistence of disorders such as major depressive disorder, addiction, phobias, eating disorder, and ADHD/PDD. A number of important theoretical frameworks are chosen as the starting point; for some the emphasis is on the individual’s development across the life span, for others on learning experiences, on the role of cognitive processes such as attention and memory, or on the reciprocal relationship between neurophysiology and (dysfunctional)behavior. Each of the various approaches is illustrated by means of the most relevant disorders.

EC: 5
Semester: semester I b
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (essay)
Literature:
- artikelen via links op Nestor

Introduction to cognitive behavioural therapies  PSB3E-KP07
Contact: dr. M.J.J. Lommen
Prerequisite(s): It is recommended to have followed the course “Psychopathology” in block 1a
Objective: After this course students can:
- 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 (essay), written exam (multiple choice)  

The exam is a combination of multiple choice questions and essay questions

**Literature:**
- Additional papers through Blackboard  
- Book(s): to be announced

**Human error**

**Lecturers:** prof. dr. K.A. Brookhuis, prof. dr. D. de Waard  
**Contact:** prof. 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  
**Assessment:** written exam (multiple choice), paper (individual)  

The exam is a combination of individual assignment and MC exam

**Literature:**
Philosophy of Psychology

**Lecturer:**
dr. S. Schleim MA.

**Contact:**
dr. S. Schleim MA.

**Objective:**
- 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 (bètawetenschappen). 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.

The exam will consist of (1) a mixed open/multiple choice question exam at the end of the course AND (2) a written group assignment (philosophically analyzing an experiment) to be carried out during one of the lectures.

**EC:**
5

**Semester:**
semester I b

**Format:**
lecture

**Hours per week:**
2

**Language:**
English

**Assessment:**
written exam (essay), written exam (essay) DIGITAL, written exam (multiple choice), written exam (multiple choice) DIGITAL, written assignments
If possible, the exam is based on open questions; thus depends on the number of students, though.

**Literature:**
- The reading material will be provided in the lecture.

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Consumer and economic psychology

**Lecturers:**
dr. A.B. Ünal, prof. dr. E.M. Steg

**Contact:**
dr. A.B. Ünal

**Objective:**
- 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
Lecturer: dr. K.E. Keizer
Contact: 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
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice)
Literature:
- Book: to be announced on Nestor
- Syllabus and articles and video clips: all available on Nestor

BLOCK 2A

Social and cross-cultural psychology
Lecturers: dr. K.E. Stroebe, dr. M. van Zomeren, dr. N. Koudenburg
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

Lectures

Hours per week: 4
Language: English
Assessment: written exam (multiple choice)

Written exam (multiple choice)

Literature:

**Developmental psychology**

Lecturer: dr. N.M.P. de Ruiter
Contact: dr. N.M.P. de Ruiter

Objective: After the course the students:
- can think critically about different developmental theories and pioneering developmental theorists,
- can think critically about study designs and classic experiments commonly used in Developmental Psychology,
- know basic concepts and milestones relevant to Developmental Psychology
- understand the role that various 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: 2
Language: English
Assessment: written exam (multiple choice)

Literature:
Social environment and behaviour  
**PSBE2-04**

**Lecturers:** dr. N. Hansen, dr. K.E. Keizer  
**Contact:** dr. K.E. Keizer  
**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  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (multiple choice)  
**Literature:**  
- Additional articles will be posted on Nestor  
- Book: to be announced on Nestor

Clinical Neuropsychology  
**PSB3E-CN01**

**Lecturer:** prof. dr. O.M. Tucha  
**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.
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)
Remarks: The lectures, reading materials and exam will be in English.

School Neuropsychology: Mind, Brain & Education  PSB3E-CN04
Lecturers: dr. Y. Groen, dr. L. Kooistra, 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: 2
Language: English
Assessment: written exam (multiple choice)
Remarks: The lectures, reading materials and exam will be in English.

Literature:
- A few journal articles

Cognition and Attention PSB3E-CP02
Contact: prof. dr. M.M. Lorist
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 attention,
- outline the interaction of attention with other cognitive functions.

Content: 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. Because of the major role of attention in guiding behaviour, a dysfunction of the attention systems can have a major impact on the individual, but also the societal level. 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, with an emphasis on the different methods and experimental paradigms used to study attention.

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

Literature:
- A selection of journal papers (the links will be provided during the course)

Human factors
Contact: prof. dr. K.A. Brookhuis
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 (Human Factors in Anglo-Sakson) 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 human 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: 2
Language: English
Assessment: paper (individual), written exam (multiple choice)

Literature:
- C.D. Wickens et al., An introduction to Human Factors Engineering (ISBN: 9781292022314), € 61.00
- Papers via Nestor
Organisational change

Lecturer: dr. D.C. Rus
Contact: dr. D.C. Rus
Objective: The objective of this course is to (1) encourage a critical exploration of the concepts of organizational development and change; (2) to provide exposure to academic and practitioner perspectives on managing organizational development and change; and (3) to provide students with practical insights on potential career paths in the field of organizational development and change.

By the end of the course students should: (a) Have a basic understanding of the major theoretical concepts and models underlying organizational change and development (b) Have a basic understanding of techniques and methodologies used to diagnose, implement, and evaluate organizational change

Content: This course will provide an introduction to organizational development and change. As such, it builds on insights from applied behavioral science, such as organizational and social psychology as well as sociology and management science. In the 21st century, organizations are in a continuous state of change in their quest to achieve competitive advantage in the global marketplace. Given the magnitude of this change and its potential rippling effects, it is important for organizational psychologists to have a basic understanding of the theories, models, processes and methods related to organizational change. In this course, we will focus on the theories, models and processes specifically related to diagnosing, implementing and evaluating organizational change. Throughout the course, students will be exposed to a number of academic and practitioner perspectives on organizational change and will critically reflect on the pros and cons of various theories and approaches stemming from these perspectives. In essence, we will use theory and practical cases to understand how successful change efforts can be brought about at the individual, team and organizational level of analysis.

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

Literature:

Cognitive behavioural processes across disorders: A transdiagnostic approach

PSB3E-KP06

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 a
Format: lecture
Intergroup relations

Lecturers: prof. dr. S. Otten, prof. dr. R. Spears
Contact: dr. K.E. Stroebe
Objective: To give insight into the causes and consequences of intergroup behavior, with an emphasis on prejudice and discrimination. By the end of this course, students will be able to apply relevant concepts and theories in intergroup relations and prejudice to answer the following questions: Why are people prejudiced? How do prejudice and discrimination manifest themselves (e.g. in organizations)? What are the consequences of prejudice and discrimination? Are there ways to prevent prejudice and discrimination from occurring?

Content: The course gives an overview of the most relevant theoretical and empirical developments in the social psychology of intergroup processes. The first part of this course centers around why people are prejudiced, when and how stereotypes manifest themselves and how this relates to discrimination. At the end of this first part (lecture 3) we also take into account the target’s perspective: how does it feel to be discriminated against? How do targets respond to discrimination? The second part takes a step back to focus on what central theories in intergroup relations, such as Social Identity Theory, can tell us about why people differentiate between groups. Here we also consider questions such as: How do people learn to live with negative identities, such as being a member of a discriminated group? What kinds of emotions does this cause? The final part of this course (last lecture), will bring all you have learnt so far in this course together to consider potential ways to reduce prejudice and discrimination. Are there ways to improve intergroup relations and potentially even achieve social change? Throughout the course you will apply what you learn in small exercises. These exercises will be translated into a group exercise in which you apply your knowledge of intergroup relations to write a letter to the newspaper with advice on how to address negative attitudes towards, and fear of, immigrants in Western countries.

EC: 5
Semester: semester II a
Format: lecture
Hours per week: 2
Language: English
Assessment: written exam (multiple choice), assignment
The examination consists of a multiple choice exam as well as a group assignment (5 students) in which you write a newspaper letter. This assignment constitutes 10% of your final grade.

Literature:

Social cognition and affect

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)  

BLOCK 2B

Biopsychology  
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) DIGITAL  

Personality and individual differences  
Lecturer: dr. H.J.E. Greijdanus  
Contact: dr. H.J.E. Greijdanus  
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:** Lectures
**Hours per week:** 2
**Language:** English
**Assessment:** written exam (multiple choice)

**Literature:**

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**Theory of Science**

**Lecturer:** dr. S. Schleim MA.
**Contact:** dr. S. Schleim MA.
**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 (essay) DIGITAL, written exam (multiple choice) DIGITAL

**Literature:**
- The literature for this course will be available on Nestor

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**Developmental Neuropsychology**

**Lecturer:** 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 neuropsychology.
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, behavioural 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)

Literature:

Cognitive neuroscience

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 neuropsychology 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)

exam consists of multiple-choice questions and essay questions

Literature:

Personnel Psychology

Contact: K. Fousiani
Objective: After passing this course the student:
- Understands the importance of human resource management for organizations;
- Knows how to validate selection methods and interpret validation results;
- Is aware of different ways to assess the content of jobs and employees’ performance;
- Can distinguish effective from ineffective methods to attract and recruit employees;
- Knows which personnel selection methods are most / least effective, and why;
- Knows how to design effective and fair interviews and assessment centers;
- Is aware of the interests of different stakeholders involved in HR management;
- Understands the steps to be taken to develop effective training programs.

Content: In the lectures, the main themes in the field of personnel psychology will be addressed: measurement and decision making, job description and analysis, performance criteria, performance appraisal, personnel planning and recruitment, personnel selection methods, and training and development. Particular attention will be given to the
theoretical and methodological expertise that psychologists bring to personnel management, as well as to the link between research and practice in personnel psychology.

**EC:** 5  
**Semester:** semester II b  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (multiple choice), written assignments  
**Literature:**  
- Articles and assignments through Nestor.  

### Interpersonal relations

**Lecturer:** dr. S.E. Dalley  
**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 II b  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (multiple choice)  
**Literature:**  
- Articles via Nestor  
Master level Psychology Courses

Introduction
The Master of Science in Psychology is a one-year Dutch or English-language programme. Entry requirements are a Bachelor degree in Psychology or equivalent. 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.

Practical information
- Please contact the Mobility Office to check whether you meet the prerequisites of the master courses.
- 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>Talent Development and creativity</td>
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### Second Semester (February – July)

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<td>PSMSB-7</td>
<td>Controversies in social psychology</td>
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**Course descriptions**

Information is arranged by above order

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**BLOCK 1A**

### Repeated Measures

**Lecturer:** prof. dr. M.E. Timmerman  
**Contact:** prof. 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  
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:** 3  
**Language:** English  
**Assessment:** exam  
**Remarks:**
1. This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3).
2. The book by Tabachnick & Fidell is also available in an edition of 2013, ISBN 1292021314; Pearson New International Edition. The content of this book is exactly the same as the book mentioned above, only the order of the chapters differs somewhat (not substantially).

**Literature:**
- Reader (to be downloaded from Nestor)

### Multivariate models

**Lecturer:** dr. J.N. Tendeiro  
**Contact:** dr. J.N. Tendeiro  
**Prerequisite(s):** This course requires a profound knowledge of analysis of variance and regression analyses (at the level of Statistics 3).  
**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
Hours per week: 3
Language: English
Assessment: 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. The book by Tabachnick & Fidell is also available in an edition of 2013, ISBN 1292021314; Pearson New International Edition. The content of this book is exactly the same as the book mentioned above, only the order of the chapters differs somewhat (not substantially).

Literature:

Neuropsychology and psychiatric disorders

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)

Literature:
- Reader and journal articles

Health Psychology

Lecturer: 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:** seminar
**Hours per week:** 2
**Language:** English
**Assessment:** written exam (multiple choice)
**Literature:** syllabus

### Cultural Psychology

**Lecturer:** dr. M. van Zomeren
**Contact:** dr. M. van Zomeren

**Objective:**
- 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 have 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  
**Hours per week:** 2  
**Language:** English  
**Assessment:** exam, paper  
**Literature:**  

**Environmental psychology**  
**Lecturers:** dr. A.B. Ünal, prof. dr. E.M. Steg  
**Contact:** prof. dr. E.M. Steg  
**Objective:**  
- appraise the contribution of psychologists to promoting a sustainable society,  
- explain the interactions between human and the natural and built environment,  
- explain how environmental conditions affect human behavior and well-being,  
- identify individual, social and cultural factors affecting environmental behavior,  
- apply psychological theories, methods and interventions to understand and manage environmental problems,  
- identify which interventions can be implemented to manage environmental problems,  
- explain which factors affect the acceptability of environmental policies,  
- reason why interdisciplinary research is needed to manage environmental problems.

**Content:** 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 our behaviour and wellbeing? Environmental psychology studies the transaction between humans and their natural and built environment. The first part of the course focuses on effects of environmental conditions on human well-being and behaviour. Amongst others, we discuss the effects of environmental stressors (such as noise, odour) and environmental risks (such as nuclear energy, flooding) on human behaviour and well-being. Also, the positive effects of nature on health and well-being are outlined. The second part focuses on effects of human behaviour on environmental quality. We discuss factors influencing environmental behaviour and effective and acceptable ways to promote behaviour change to manage environmental problems. We will particularly consider psychological aspect related to energy problems, and ways to promote sustainable energy transitions. Various experts in the field will give guest lectures.

**EC:** 5  
**Semester:** semester I a  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** written exam (essay)  
**Literature:**  
### Evidence-based interventions

**Lecturers:**
- dr. G.H.M. Pijnenborg
- dr. M.H. Nauta
- prof. dr. T.K. Bouman
- prof. dr. C.L.H. Bockting

**Contact:**
- dr. G.H.M. Pijnenborg

**Objective:**
- After this course a student:
  - understands the basic principles of evidence-based treatment,
  - can search the literature for evidence-based treatments,
  - knows how evidence-based interventions are developed, implemented and used in clinical practice.

**Content:**
- Evidence-based interventions play a critical role in clinical practice. This course provides a clear definition of evidence-based treatment and links empirical evidence to clinical practice. During the course the critical appraisal of literature on evaluation of treatments will be practiced. Moreover, the development, use, and implementation of evidence-based treatment protocols and guidelines will be discussed. Recent criticism on evidence-based mental health will also be presented. Clinical examples of patients with, for example, anxiety disorders and depression will be used to demonstrate how guidelines can be used to select effective interventions for individual patients. Lectures are in English.

**EC:** 5

**Semester:** semester I a

**Format:** lecture

**Hours per week:** 2

**Language:** English

**Assessment:**
- written exam (essay)

**Literature:**
- Syllabus on Nestor
- T.B.A.

### Traffic Psychology

**Lecturers:**
- Guest lecture(s), dr. A.B.M. Fuermaier
- prof. dr. D. de Waard
- prof. dr. K.A. Brookhuis

**Contact:**
- prof. dr. D. de Waard

**Objective:**
- After the course the students have basic theoretical and practical knowledge about Traffic Psychology, including:
  - Theories relevant for traffic psychology, including risk theories
  - Behavioural adaptation to technology
  - Influencing behaviour in traffic (e.g. reduce speeding)
  - Mental workload in occupational settings
  - Behaviour and problems of vulnerable road users (such as cyclists)
  - Human Factors and Ergonomics in traffic
  - Influence of the environment on behaviour (e.g. influence of road infrastructure)

**Content:**
- In this course behaviour in traffic and the effects of this behaviour on safety are central. Basic theories and the state of the art in Traffic Psychology are discussed. Risk theories for example have always been given a central role in driver behaviour research. Mental workload is a central theme as well. Students learn how automation can lead to both a decrease and an increase in mental workload, and which factors one has to consider when introducing automation in traffic. Other topics include: road rage, aviation psychology, optimisation of interfaces, behaviour of vulnerable road users, driver education, effects of infrastructure, and effects of enforcement. Students acquire crucial knowledge and understanding that is required for a career in Traffic Psychology, either in scientific research or in applied fields.

**EC:** 5

**Semester:** semester I a

**Format:**
- lecture
  - Each lecture will be on a topic, groups of students are required to prepare these lectures and give a presentation on their findings that will be further discussed. Key publications on these topics will be made available in advance

**Hours per week:** 2

**Language:** English

**Assessment:**
- written exam (essay)
  - plus Lecture preparation with presentation

**Literature:**
- S. Jamson, and C. Rudin-Brown (Eds)., *Behavioural Adaptation and Road Safety: Theory,*
Talent Development & Creativity

Lecturers: dr. J.R. den Hartigh, Gastdocent(en)
Contact: dr. J.R. den Hartigh
Objective: After this course students know and understand:
- The history of ideas and research on talent and creativity
- Approaches to talent development and selection across performance domains, with a primary focus on sports, education, and work
- Principles of developing and stimulating talent and creativity in sports, education and work
- Psychological factors related to talent and creativity
- Methods to assess talent and creativity in different performance domains
- The parallels and differences between the theoretical and practical approaches to talent development and creativity in different performance domains

Content:
Overview
Institutions in sports, music, business, primary- and secondary schools, and universities aim to support the talent and creativity of their pupils and employees. A clear vision on talent and creativity is therefore needed, so that research and policy on developing, selecting, and stimulating talent and creativity can be optimized. In this course a broad overview will be provided on the approaches to talent and creativity with a primary focus on the domains of sports, education and work. Methods to assess, evaluate, and stimulate talent and creativity will be discussed.

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

Literature:
- Papers (accessible through Nestor)

BLOCK 1B

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 a better understanding of the scientific articles in the power and leadership domain,
- 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:
- Journal articles; List of articles will be provided via Nestor
**Personal, social and cultural change**

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

*Contact:* dr. N. Hansen

*Prerequisite(s):* Please contact the lecturers first if you want to participate and do not have a psychology bachelor and / or do not participate in the psychology master or the Research Master Behavioural and Social Sciences.

*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 onterwepen 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:* seminar

*Hours per week:* 3

*Language:* English

*Assessment:* paper (individual)

*Remarks:* This course will be given in English.

*Literature:* Additional literature will be announced on Nestor.

**Statistics and Research Designs in Clinical Neuropsychology**

*Lecturers:* dr. A.B.M. Fuermaier, prof. dr. O.M. Tucha

*Contact:* dr. A.B.M. Fuermaier

*Objective:* After the course, students have the knowledge and understanding of the following research designs and research standards:
- Basic study designs, such as cross sectional studies, case control studies, and cohort studies
- Randomized Controlled Trials (e.g. following CONSORT statement)
- Single case research designs
- Ethical considerations and research ethics in study designs

After the course, students understand to apply and interpret the following statistical methods:
- Effect sizes and power analysis
- Analysis of multiple correlational data for clinical diagnosing and decision making, such as multiple (logistic) regression, moderators and mediators, analysis of covariance
- Classification statistics, such as Discriminant Function Analysis (DFA), and Receiver Operating Characteristics (ROC) (e.g. following STARD guidelines)
- Measurement of change
- Meta-analysis (e.g. following PRISMA guidelines)

*Content:* Clinical neuropsychology is concerned with the relationship between brain and behavior. An individual working within clinical neuropsychology applies the
knowledge about this relationship in the assessment, diagnosis, treatment, and rehabilitation of patients suffering from various types of medical conditions (e.g. psychiatric or neurological disorders). For the selection and application of suitable methods in assessment and treatment, clinical neuropsychologists must be able to evaluate the utility of available approaches, measures and procedures for a given context and understand their theoretical and statistical underpinnings. Students of this course will acquire crucial methodological skills that are required in the field of clinical neuropsychology. After the course, students have the knowledge and understanding of basic and advanced research designs and statistical methods that will enable them to evaluate and select clinical tools for the assessment and treatment of patients with neuropsychological conditions. Research designs covered in this course address a wide range of methods, such as cross-sectional studies, cohort studies, Randomized Controlled Trials (RCTs), or single case research designs. Statistical methods presented include the principles and application of concepts that are relevant for clinical work and research, such as effect size, power analysis, diagnostic accuracies (ROC analysis), comparison standards, analysis of multiple correlational data for clinical diagnosing and decision making, measurement of change, and meta-analysis. The course also addresses important issues of scientific integrity and research ethics.

The present course is designed for students who aim to start a career in the field of clinical neuropsychology, in either the research or the applied (i.e. clinical) field. The course is also suitable for students with a primary interest in clinical psychology. To guarantee the quality of teaching, the course has a limited capacity. In case of over-subscription, students from the master ‘Clinical Neuropsychology’ and ‘Klinische Neuropsychologie’ will have first priority. After all prioritized students have been placed, possible remaining spaces will be assigned based on “first come, first served”- rationale.

Students will acquire knowledge and skills through presentation of theoretical information and application in clinical neuropsychological research and practice.

**EC:** 5  
**Semester:** semester I b  
**Format:** lecture  
**Hours per week:** 2  
**Language:** English  
**Assessment:** exam  
**Remarks:** Relevant articles and book chapters will be made available via Nestor

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**Talent Development & Creativity in Practice**  
**Lecturers:** dr. J.R. den Hartigh, guest lecturers, dr. H.W. Steenbeek  
**Contact:** dr. J.R. den Hartigh  
**Prerequisite(s):** To follow this course, students are expected to have successfully finished the course Talent Development and Creativity (PSMOB-7).  
**Objective:** After this course:
- Students know the policies to stimulate talent and creativity in the domains of education, sports, business, music, and theater
- Students understand (challenges in) the relation between policy about stimulation of talent and creativity and implementation in the field at issue
- Students understand the scientific background of the policies to develop talent and creativity in different achievement domains
- Students are able to critically reflect on the policies to develop talent and creativity in practice, and to provide advice on these policies as well as their implementation, based on a scientific framework.

**Content:** Schools, companies, sports clubs, and conservatories are currently investing a lot in the development of talent and creativity of their pupils, employees, etc. In this course, lectures will be given by experts working in these different fields. The policies to stimulate talent and creativity in practice institutions will be discussed, as well as how policies are actually implemented. Topics that will be addressed range from assessment techniques to the role of the coach, mentor, or teacher, and other environmental and psychological factors. Based on scientific literature, students will evaluate the policies of an institution (school, sports club, company, or another kind of institution) in the form of a paper. In addition, students will learn to formulate concrete recommendations to improve policy focused on the development of talent.
and creativity, and how it can be successfully implemented. Students will present their paper in groups, and each group will critically reflect on the paper of another group.

**EC:** 5  
**Semester:** semester I b  
**Format:** seminar  
**Hours per week:** Variable  
**Language:** English  
**Assessment:** paper  
**Remarks:** Attendance of the lectures is obligatory. Maximum number of students that will be allowed to enroll in the course is 40. Students from the following programmes receive priority:  
- Talent Development and Creativity  
- Developmental Psychology  
- Industrial and Organisational Psychology  
- Psychometrics and Statistics  

**Literature:**  
- A list of recommended literature will be made available through Nestor

### Brain, Consciousness and Society  
**Lecturers:** guest lecturers, prof. dr. D. Draaisma  
**Objective:** Students will be encouraged to reflect on the interplay between neurology, individual and society. After the course students can reflect upon both historical and recent findings from the neurosciences. Students will learn to communicate their conclusions, and the knowledge and rationale underpinning these, to their teachers and peer-students clearly and unambiguously  
**Content:** This course deals with findings from psychological, psychiatric or neurological research and their reception, both in personal lives and society at large. Some of the topics treated are the contested association between Asperger’s Syndrome and specific types of delinquency, the relation between rationality and emotions, the controversies on the proper interpretation of dreams and dreaming, the myth of total recall, and the philosophical and moral consequences of modern neuroscientific research.  

**EC:** 5  
**Semester:** semester I b  
**Format:** practicum  
**Hours per week:** Variable  
**Language:** English  
**Assessment:** written exam (essay)  
Open book exam

### Factors influencing mobility  
**Lecturers:** prof. dr. D. de Waard, dr. A.B.M. Fuermaier, prof. dr. K.A. Brookhuis  
**Contact:** dr. A.B.M. Fuermaier  
**Objective:** After the course, students have the knowledge, understanding, and skills with regard to the following topics:  
- Impact of intrinsic factors on mobility and safety, such as arousal, drowsiness, fatigue, perception, and personality.  
- Clinical background and effects of medical conditions on mobility, such as psychiatric illness (e.g. phobia) or neurological disorders (e.g. dementia)  
- Consequences of reduced mobility and driving cessation in the clinical setting  
- External factors influencing mobility and safety, such as legal (e.g. caffeine) or illegal drugs (e.g. THC)  
- Implications of reduced mobility for the individual, other road users, and the society  
- Requirements to and limitations of alternative means of transport in case of driving cessation  
- Methodological aspects of how to investigate the impact of intrinsic and extrinsic factors on mobility.
• Ability to communicate about factors influencing mobility with experts from traffic psychology, clinical psychology, and neuropsychology, from both research and the applied field

Content: Driving is an important activity of everyday life and requires an efficient interplay between multiple cognitive, perceptual, and motor skills. However, there are several factors that may interfere with the ability of being mobile in general and driving a car in particular. For example, several intrinsic factors, such as arousal, drowsiness, fatigue, or visual perceptual skills, differ within and between individuals, and have a substantial impact on multiple aspects of mobility. Moreover, severe medical conditions, including psychiatric illness (e.g. phobia) and neurological disorders (e.g. dementia) are associated with cognitive and emotional problems, and may reduce mobility and participation in traffic. In the clinical context, this can result in social isolation, lowered self-esteem, and negative clinical outcome (e.g. worsened depression or decreased functioning). In addition to intrinsic factors associated with the individual, there are also external factors that affect mobility and safety more temporarily, such as the use of legal (e.g. caffeine, alcohol) and illegal drugs (e.g. THC, MDMA) drugs.

Students of this course will learn about various factors that influence mobility. The course will focus on both the mechanisms how various factors influence mobility, as well as on the consequences for the individual (e.g. in clinical setting) and the environment (e.g. other road users, the society). The course will also cover methodological aspects of how to investigate these issues in traffic psychology.

EC: 5
Semester: semester I b
Format: seminar

Presentations will be given by the lecturer as well as by students of this course. Active participation of students is obligatory (flipped classroom)

Hours per week: 2
Language: English
Assessment: presentation, exam
Remarks: Relevant articles will be made available via Nestor

BLOCK 2A

Test construction

Lecturer: prof. dr. M.E. Timmerman
Contact: prof. dr. M.E. Timmerman
Objective: Learning outcomes:
- know and understand the principles of test and questionnaire construction,
- know how tests and questionnaires for a particular aim and a particular group are effectively constructed, evaluated and interpreted.

Content: 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 consider the important issues of validity and norm-referencing.

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


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 designing scientific studies. 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:  
  - Journal articles and book chapters

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Lecturer: prof. dr. N. van Yperen  
Contact: prof. dr. N. van Yperen  
Prerequisite(s): Bachelor degree in Psychology  
Objective: After this course students:  
- know and understand the key concepts, theories, models, and research findings that are typically referred to under the competence motivation or achievement motivation rubric,  
- can select, understand, value, and integrate relevant scientific literature, and formulate judgments on the basis of the available information,  
- know and understand interventions that are aimed at changing everyday affect, cognition, and behavior in achievement settings, including work, sports, and school.

Content: Why and how are people motivated in work, sports, school, and other achievement settings? How can supervisors, coaches, and teachers stimulate subordinates’, athletes’, and children’s talents and creativity? What are the factors that promote or hinder learning and achievement? Why does performance suffer under particular conditions for some people while the same conditions enhance others’ performances? These and related questions have inspired research within many disciplines. This course reviews the state of the art and brings integration to the study of achievement motivation while establishing the concept of competence as an organizing framework. Students will be challenged to understand the concepts, theories, and models, to recognize their scholarly significance, to infer their implications, to think critically about them, and to put them into practice.

EC: 5  
Semester: semester II a  
Format: lecture  
interactive
Hours per week: 2
Language: English
Assessment: written exam (essay) DIGITAL
Additional assignment(s): the assignment(s) and exam can be done in Dutch or English.
Remarks: Maximum number of students that will be allowed to enrol in the course is 50.
Students from the following MSc programmes receive priority:
- Talent Development and Creativity
- Industrial and Organisational Psychology
- Developmental Psychology
- Psychometrics and Statistics

Literature:
Aging at Work and Career Development

Lecturers: diverse docenten, dr. S. Scheibe
Contact: dr. S. Scheibe
Prerequisite(s): Students should be familiar with basic concepts of I/O psychology and lifespan developmental psychology.
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,

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 an evidence-based solution to a problem related to aging at work and career development.

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 identify a problem related to aging at work and career development and develop an evidence-based solution to the problem for use by organizational practitioners.

EC: 5
Semester: semester II b
Format: practicum

The course contains student presentations and practical exercises. Attendance is required.

Hours per week: Variable
Language: English
Assessment: presentation, written exam (essay), written assignments
Remarks: This is a skill course offered as part of the master in industrial/organizational psychology and talent development and creativity.

Literature:

- Journal articles and book chapters to be announced at beginning of the course
- Journal articles and books used for practical assignment
Controversies in social psychology

Lecturers: dr. M. van Zomeren, 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)
Besides the essay and the assignments, regular presence and active participation in the plenary discussions is mandatory

Literature: Syllabus on Nestor
Bachelor level Sociology courses

Introduction
A number of courses in Sociology and methodology on the Bachelor’s level are open to international students with suitable qualifications and will be given and examined in English.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course code</th>
<th>ECTS</th>
<th>Period</th>
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<tr>
<td>Application of Theories</td>
<td>SOBA202B</td>
<td>5</td>
<td>1A</td>
</tr>
<tr>
<td>Social and institutional change</td>
<td>SOBA904</td>
<td>5</td>
<td>1A</td>
</tr>
<tr>
<td>Organisation and Society</td>
<td>SOBA204A</td>
<td>5</td>
<td>1B</td>
</tr>
<tr>
<td>Social Networks</td>
<td>SOBA221</td>
<td>5</td>
<td>2B</td>
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</tbody>
</table>

Please be aware that we only offer one sociology course in the second semester of the academic year.
Course descriptions

Social and institutional change  
Lecturer: dr. M. Maes  
Contact: dr. M. Maes  
Objective: At the end of the course, students ...  
• ... understand core theoretical conceptualizations of social institutions  
• ... know important theories of the emergence, dissemination, and change of social institutions  
• ... are able to analyze how and when typical institutions help solve problems of coordination and cooperation  
• ... understand the micro-macro problem and the concept of emergence, knowing important examples of emergent phenomena from sociology and other disciplines. Students can distinguish between alternative approaches to explaining sociological phenomena (Max Weber vs. Emile Durkheim vs. complexity science)  
• ... know core approaches to changing the behavior of individuals and collectives (incentives, nudging, institution design), and can reflect on their strengths and weaknesses in general and in specific cases  
• ... are able to discuss approaches of institution design (e.g. reputation mechanisms, peer punishment, meritocracy, signaling) and their ability to solve specific problems of social collectives.  
• ... know central arguments in the debate on the relationship between the state and the market, knowing classical arguments for a free, unregulated market and strong state providing social welfare institutions.  
Content: As a result of globalization and the success of the Internet; companies, organizations, and societies face new challenges of coordination, and cooperation. The complexity of these challenges is illustrated by the difficult negotiations for an international treaty to limit climate change. On the other hand, the success of Internet services such as wikipedia, and couchsurfing proofs that coordination, and cooperation can be established even between strangers and on a global scale.

Application of Theories  
Lecturer: dr. M. Maes  
Contact: dr. M. Maes  
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).
This course focuses on the effects of social institutions, i.e. norms (e.g. cultural conventions) and formal rules (e.g. law), on problems of coordination and cooperation in social groups, organizations, and societies. We will pay attention to how social institutions emerge, how they change, and how they affect the behavior of individuals and collectives. We will explore the conditions under which institutions have desired or undesired effects. Special attention will be paid to the role of the state in a market economy, and the effect of cultural norms on economic development.

To this end, we will discuss classical (Weber, Durkheim, Smith) and contemporary theories (e.g. political economy, game theory, and complexity science) that have been used to explain social institutions. Students will be introduced to methods of analyzing social institutions and will be introduced to alternative approaches to changing the behavior of individuals. In particular, we will debate the design of incentive programs, institutional design (reputation systems, peer-punishment systems, signaling institutions, meritocracy), and nudging.

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

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**Organisation and Society**

**Lecturer:** dr. H.C. van der Blonk  
**Objective:** After completion of the course, students are able to (1) distinguish different theories of control and describe their key assumptions, mechanisms, hypotheses, as well as comparative strengths and limitations; (2) describe the different ways how organizations attempt to exert control over their internal and societal environment; (3) explain under which conditions and why these attempts succeed or fail; (4) describe the different ways how societies attempt to control public and private corporate actors; (5) explain under which conditions and why these attempts succeed or fail.

**Content:** Since the beginning of the 20th century, the number of organizations has grown exponentially. This holds for all types of organizations, ranging from for-profit enterprises, non-profit associations, public agencies, to non-governmental entities. These corporate actors meanwhile are key agents in any modern society. For example, the top 200 corporations control more than a quarter of the world’s economic activity. Of the 100 largest economies in the world, more than 50 are multinational firms. Wal-Mart’s corporate revenues exceed the GDP of Sweden or Austria, and those of General Motors equal the GDP of Turkey. Individuals continuously have to deal with organizations: citizens interact with state authorities, consumers with enterprises, employees with employers. Organizations not only affect all areas of social, political, and economic life, but also have a huge impact on the desires, beliefs, and opportunities of individuals, including their health and their social relations. Consequently, any analysis of modern societies – the origin and solution of its social problems ranging from the obesity epidemic to failed states, as well as its successes in creating welfare through innovation – will remain incomplete unless it considers the role that corporate actors play. The main objective of the course Organization and Society is to provide a more detailed insight into the role that corporate actors play in society. Theories of control will form the analytical tool to achieve this objective. The course is structured into five parts.

The first part introduces the major building blocks of different theories of control. What kind of individual and societal level assumptions do these theories make? What exactly do they mean by “control”, and why is control so important for the analysis of organization and society? What are the characteristics of different types of control, and what explains the large variety of forms of control? When and why can control attempts be effective, and how can control failures be explained? The conceptual framework developed in part one will guide analysis in the subsequent parts of the course.

The second part of the course turns to the question how organizations attempt to control their internal environment, its members and processes. What kind of
organizational governance structures need to be distinguished, how and why did they change through time? Under which conditions and why do organizations change their control practices? How do these practices affect cooperation and labor relations inside the organization, as well as the personal lives of employees and their households? When will these practices lead to vicious circles of bureaucracy, and what does it take to transform them into virtuous cycles of sustainable cooperation?

Part three of the course shifts the attention to how organizations attempt to control their external societal environment, and the effects these attempts have on society. Corporate actors are resourceful players who actively influence their environment in order to secure benefits or plain survival. These attempts extend far into all societal and policy domains, including politics in order to control legislation or the media in order to control information flows, beliefs and reputations. How do these attempts look like, what explains their success or failure, and what are its (unintended) consequences for organizations and society?

In part four of the course, the focus shifts to the question how societies attempt to control organizations. With corporate actors being legal entities, they can be held accountable for their actions. Many CEO's of for-profit firms are subject to monitoring and control by a board and the company’s shareholders and eventually other stakeholder associations, like unions, consumer, human rights, or environmental organizations. What makes these attempts successful, and when are they likely to fail? How do corporate actors adapt to them?

The final part of the course is devoted to the Futures of Organization and Society. Many observers claim that the technological (e.g. robotization), economic (e.g. glocalization), and social (e.g. aging) developments of the past decades will have major repercussions on the viability of organizations as we know them, resulting in a fundamental transformation of organizational forms and their relation to society. How do these “new” organizational forms look like? What are the implications for how the organization of the future controls its members, and its environment? How will these innovations impact on society? And conversely, will current arrangements to control organizations become less effective? The course concludes with a reflection on whether current theories of control are able to capture these recent developments.

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

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 practicals, lecture  
**Hours per week:** 6  
**Language:** English  
**Assessment:** computer assignments, modular exam(s), assignments, exam  
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.  
Master level Sociology courses

Introduction

The Sociology department offers the one-year Master’s programme ‘Social Networks in a Sustainable Society’. The courses listed below are open to exchange students. Every course has its own prerequisites and entry requirements. Access is judged on an individual basis.

Entry requirements are at least a Bachelor’s degree in Sociology or equivalent. The English-language courses in this programme are open to advanced-level exchange students who have completed three years of Bachelor-level study or have obtained a Bachelor’s degree (BA or BSc) in Psychology. Additional entry requirements (e.g. sufficient background in statistics) may apply for individual courses.

Practical information

Please contact the Mobility Office to check whether you meet the prerequisites of the Master’s courses. For academic issues specifically related to the study programme of the specific Master’s Programme you would like to join, please contact dr. J. (Jacob) Dijkstra (j.dijkstra@rug.nl).

Please note that the courses from the Research Master are not open to incoming exchange students.

Programme schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Course code</th>
<th>ECTS</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy design with network applications</td>
<td>SOMASN04</td>
<td>5</td>
<td>1A</td>
</tr>
<tr>
<td>Social Network Analysis</td>
<td>SOMASN06</td>
<td>5</td>
<td>1A</td>
</tr>
<tr>
<td>Theories of networks and sustainable cooperation</td>
<td>SOMASN02</td>
<td>5</td>
<td>1A</td>
</tr>
<tr>
<td>Policy Evaluation with network applications</td>
<td>SOMASN03</td>
<td>5</td>
<td>1B</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>SOMASN05</td>
<td>5</td>
<td>1B</td>
</tr>
</tbody>
</table>
Course descriptions

Information is arranged by above order

BLOCK 1A

Policy design with network applications  SOMASNO4
Lecturer: F. Giardini PhD.
Contact: F. Giardini PhD.
Objective: Gaining insight into the basics and limits of the theoretical foundations of public policy.
Content: All policy interventions are ultimately based on a behavioral theory. This theory can be explicit or implicit, and may stem from different scientific approaches. Awareness and a critical appraisal of these theoretical assumptions are necessary for improvement of policies. For this, we will build on the so-called ‘theory-based’ or ‘realistic’ approaches to evaluation. Students will learn to think in terms of behaviour-changing mechanisms that can (or cannot) be activated in specific contexts (i.e., CMO configurations). First, students will get general knowledge in purposes and challenges of policy design, for example what problems policy makers try to address. Second, they will learn how theory-based design works and can be applied. Third, students will learn how micro- and macro-level processes are taken into account and linked in policy design. Students will also learn how social networks theories and methods can be usefully applied to design policy interventions, and they will actively discuss selected papers dealing with social networks, sustainable society and policy design.

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

Social Network Analysis  SOMASNO6
Lecturer: dr. C.E.G. Steglich
Contact: dr. C.E.G. Steglich
Objective: After following this course, students will be able to differentiate between dyad-level, actor-level, and network-level research questions, and between ego-centered, socio-centered, and link-tracing designs of social network studies. They will understand the network concepts of centrality, position, and cohesive subgroups. They can interpret analytical results obtained with blockmodels, exponential random graph models, and stochastic actor-based models. They can critically reflect on appropriateness of these network analytical methods for a given research question.
Content: Social networks are formal representations of the way how social actors relate to each other, and depend on each other. As such, they offer a good framework for understanding how a system of interdependent social actors functions, i.e., how actors create networks and how networks affect individual-level and network-level outcomes. Because of its focus on interdependence, the empirical study of social networks requires special, dedicated methods of data analysis. This course covers the most important of these social network analysis methods.

The course is taught in seminar form. Students are asked to prepare for each course meeting by reading a research article in which a specific social network analysis method stands central. One of the students is asked to prepare especially well and give a presentation in the plenary meeting, opening the discussion of the method’s purpose and scope. In parallel to this methods stream, students will acquire a broader understanding of social network research by reading Robins’ (2015) book in self-study.

In an open book exam, students’ ability to understand results and explain methods of social network analysis will be tested, as well as their ability to comparatively evaluate different methods’ usefulness for given applied problems.

EC: 5
Semester: semester I a
Format: colloquium, exam preparation, self-study
Hours per week: Variable
Language: English
Theories of networks and sustainable cooperation  

**Objective:** After completion of the course, students (1) have an overview of main theoretical approaches in which social networks are used to explain sustainable cooperation and related phenomena at the individual and societal level; (2) are able to reconstruct the social mechanisms behind social network explanations in existing research; (3) can develop their own social mechanism based network explanations of selected societal phenomena.

**Content:** Social networks are inextricably linked to almost any aspect of human life. Some even claim that we live in a network society. It is therefore not surprising that meanwhile there seems to be a social network explanation for almost anything, from obesity to revolutions. But what exactly is a network explanation? Despite the widespread use of the term “network theory,” there is no coherent framework that would qualify as such.

The main objective of this course is to systematically review the theoretical foundation of current social network research, disentangle its major assumptions, identify its strengths and weaknesses, and assess its explanatory power in relation to other approaches. Theories of cooperation will be used as an exemplary case for this purpose.

The course is structured into three major sections. The first section provides an introduction into the foundations of structuralist explanations, and how they differ from other major theoretical paradigms. It reviews the theoretical micro-foundations behind the initiation, maintenance, and decay, of cooperative social relations and their outcomes. And it develops a conceptual model that will guide analysis in the subsequent parts of the course.

The second section analyzes the role of social networks for different levels of analysis, ranging from the individual to the population level of societies. Here, key phenomena and “outcomes” for four specific levels and their relation to networks are discussed. At the level of the individual, we examine the link between personal networks and important characteristics of individuals during different phases of their life course. How important is an individual’s social network when it comes to health and well-being, income, or success and failure in other domains of life? Conversely, how do such characteristics shape an individual’s social network?

At the level of natural groups and communities, we examine the interrelationship between social networks and group level phenomena, like different forms of collective action (e.g. joining cooperatives). What role do social networks play in getting and keeping collective action going? In turn, how does such group level cooperation impact the social network of its members?

At the level of organizations, we examine the role of networks for vital processes and outcomes within and between formal organizations, and in markets. How do informal networks impact knowledge sharing, prosocial behavior, or performance of teams, departments, and whole organizations? Do informal networks make inter-organizational cooperation more successful? And how do formal organizational...
structures affect the informal ties in and between organizations?

At the level of populations and large-scale collectivities, like nation states, we have a closer look at how social networks help us to better understand societal level phenomena, like segregation, inequality, or opinion dynamics?

The third section takes stock and attempts to synthesize the findings obtained during the previous steps. What does a network lens add to our understanding of individual, group, and societal level phenomena, in particular sustainable cooperation? What are the ingredients of a good “Theory of Networks”?

**BLOCK 1B**

**Policy evaluation with network applications**  
Lecturer: F. Giardini PhD.  
Contact: F. Giardini PhD.  
Objective: The successful student is familiar with forms, methods and approaches to policy evaluation, applies this knowledge in designing set-ups for policy evaluations, and critically reflects on policy evaluations conducted by others.  
Content: The module is divided into two parts. In the first week students autonomously read a basic textbook. The following two weeks further reading of deeper texts is accompanied by six lectures. This first part of the course will concentrate on the acquisition of knowledge and understanding. Students will become familiar with various types of policy evaluation (plan, process and product evaluation, with an emphasis on the latter) and various academic approaches when conducting policy evaluations (experiments and quasi-experiments, realistic evaluation, meta-evaluation). We will also examine the political context within which policy evaluators work. The main focus will be on the theory oriented approach. An MC-exam finalizes this first part. In the second part, students will painstakingly scrutinize a number of published policy evaluations and learn to form a well-founded and critical judgement, not only of the policies at stake but, above all, of the way in which the evaluations have been conducted.

**Prosocial Behaviour**  
Lecturer: G.M.A. Lodder MSc.  
Contact: G.M.A. Lodder MSc.  
Objective: The course has the following goals:  
1. Get insight into the term “Pro-social behavior” (PSG). Amongst others, this means that you can connect PSG with similar concepts such as cooperation and solicarity, and you can indicate whether or not certain situations are examples of PSG.
2. Get insight into several explanations for PSG, perspectives on PSG and factors that can inhibit or increase PSG, based on different disciplines and in different points in history.
3. Being able to identify and discuss differences and similarities between these explanations, perspectives, and inhibiting or increasing factors
4. Critically discuss measures that can be taken to promote or inhibit PSG. Being able to give a well thought through advice on measures that institutions could take to promote PSG.

Content: In a broad sense, pro-social behaviour is behaviour that does not benefit someone’s own wellbeing but others’ wellbeing. PSG has been studied in many different disciplines for many decades. For instance, economists and biologists have examined how it is possible that humans and other animals exhibit prosocial behavior. Sociologists and psychologists mainly study which factors influence PSG.

Within sociology, PSG is especially relevant. All human societies are build on cooperation, which is mainly true for smaller groups such as families, friendships and neighborhoods. But even at the macro level, societies cannot endure if citizens do not abide the law, pay taxes, are peaceful, and teach their children how to behave. This means that PSG of citizens is a requirement for a social cohesive society.

In this course, we have a multidisciplinary perspective on PSG. We discuss several elements both at the descriptive level (who are prosocial? Which conditions exist to promote prosocial behavior?) and mechanisms (how can we explain PSG?). At the end of the course, we will discuss societal implications of PSG and the possibility of PSG policy.

EC: 5

Semester: semester I b

Hours per week: Variable

Language: English

Assessment: essay, assignments
Bachelor level Pedagogical and Educational Sciences courses

“Challenging Youth”

challenging behaviour in youth

Gender, Diversity, Education

Issues in Child Rearing
Introduction

The English-language elective programme “Challenging Youth” 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. T. (Tina) Kretschmer. She can be contacted at t.kretschmer@rug.nl

Also see: http://www.rug.nl/gmw/education/study-guide/minor/minor_pa

Program

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<th>Course</th>
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<td>Introduction to challenging behaviour in youth</td>
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<td>1</td>
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<tr>
<td>Issues in child-rearing and challenging behaviour</td>
<td>PAMIN09</td>
<td>9</td>
<td>1A</td>
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<tr>
<td>International history of educational ambitions</td>
<td>PAMIN08</td>
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<td>Paper</td>
<td>PAMIN02</td>
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<tr>
<td>Gender &amp; Diversity in Education</td>
<td>PAMIN06B</td>
<td>10</td>
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</table>

Please be aware that we only offer Pedagogical and Educational Sciences courses in the first semester of the academic year.

* The courses out the package of “Challenging Youth” can be taken separately.
Course descriptions
Information is arranged by above order

Introduction to challenging behaviour in youth  PAMIN01
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 lecture + writing assignment

Issues in child-rearing and challenging behaviour  PAMIN09
Lecturer:  prof. dr. H.W.E. Grietens
Contact:  prof. dr. H.W.E. Grietens
Objective:  - Understanding the complexity of relational violence
- Understanding the impact of relational violence on individuals, families and societies
- Learning about interventions for children and families suffering from the impact of violence
- Critical analysis of scientific articles on different forms of relational violence
- Presenting your work to other people
- Writing essays on topics related to relational violence
- Linking the topics discussed in the course with your own background and discipline
Content:  Core theme of this course is relational 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, intrafamilial 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:  9
Semester:  semester I a
Format:  lecture, seminar
Assessment:  oral exam, presentation, written assignments
oral exam, assignments (papers, presentation).

Literature:
- A list of scientific articles will be put on the student portal. Articles can be downloaded through the RUG library.

International history of educational ambitions  PAMIN08
Lecturers:  prof. dr. J.J.H. Dekker, dr. S. Parlevliet
Contact:  dr. S. Parlevliet
Prerequisite(s):  Minor ‘Challenging youth’
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 I a
Format: lecture, seminar
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: Variable
Assessment: written exam (essay)
Written exam with essay questions for all students.

Literature:
- A series of articles to be announced on NESTOR before the start of the course.
- Een aantal artikelen, voor aanvang van de cursus aangekondigd op Nestor.

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Gender & Diversity in Education

Paper  PAMIN06B
Contact: dr. T. Kretschmer
Objective:
- Understanding of dynamic meanings of social categories of diversity, e.g. culture, gender, social class and sexual orientation.
- Knowledge and understanding of ways in which culture, gender, social class and sexuality influence knowledge production and education
- Knowledge and understanding of how culture, gender, social class and sexuality are related to practices of inclusion and exclusion in education.
- Knowledge and understanding of how dropping out from school is influenced by poverty, socio-cultural dynamics in the North and South.
• Knowledge of and insight to (in)tolerance of differences in education

Content: In this course we will study meanings of diversity in relation to processes of inclusion and exclusion in education. Social class, ethnicity, culture, gender and sexual orientation are central social categories when it comes to understanding diversity and its meanings. Inclusion and exclusion happen both overtly and covertly, e.g. by bias, prejudice, stigmatization, denial or ignoring. These processes have a profound impact on the lives of children and youth, and on their perception of the future. Furthermore, also professionals’ lives and their work experience may be shaped by their encounter with issues of diversity. In the course, historical, sociological and theoretical perspectives (amongst others) will be presented in relation to diversity in several educational contexts, such as the family, schools and universities. Five 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: 10
Semester: semester I b
Format: lecture
lectures and discussion
Hours per week: 2
Assessment: written exam (essay), report
essay questions

Literature:
Master level Pedagogical and Educational Sciences courses

The Pedagogical and Educational Sciences department offers four one-year Master's programmes:

- Ethics of Education: philosophy, history and law
- Youth 0-21, Society and Policy
- Communication and Deafblindness
- Evidence-based Education

More information about the different Master’s programmes and their courses can be found here: http://www.rug.nl/gmw/education/master/

If you are interested in one of the courses offered, please contact the Mobility Office. They will check whether you meet the prerequisites of the Master’s courses. Every course has its own prerequisites and entry requirements. Access is judged on an individual basis.

Entry requirements are at least a Bachelor’s degree in Pedagogics/Educational Sciences or equivalent. Additional entry requirements (e.g. sufficient background in statistics) may apply for individual courses.

Please note that the courses from the Research Master are not open to incoming exchange students.
Dutch Studies Program

The Faculty of Arts offers a Dutch Studies programme, 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 that exchange students from the Faculty of Arts have priority and we can only enrol you if there are places left. Also, changes in the programme may occur.**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Semester 1 - Course title</th>
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<tbody>
<tr>
<td>LBU012B05</td>
<td>Communication in and About the Netherlands</td>
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<tr>
<td>LBU018B05</td>
<td>Curious about the Dutch? Dutch Culture and Society Lecture Series</td>
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<tr>
<td>LBU025B05</td>
<td>Dutch History in an International Perspective</td>
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<tr>
<td>LBU029B05</td>
<td>International Humanitarian Action: Dutch Perspective</td>
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<tr>
<td>LBU032B05</td>
<td>Nederlandse Cultuur en Maatschappij</td>
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<tr>
<td>LBU033B05</td>
<td>Dutch Literature 1870-1960s</td>
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<td>LBU035B05</td>
<td>Dutch Identity (and Difference) in Historical Perspective</td>
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<tr>
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<th>Semester 2 - Course title</th>
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<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>
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<tr>
<td>LBU022B05</td>
<td>Curious about the Dutch? Dutch Culture and Society Lecture Series</td>
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<tr>
<td>LBU023B05</td>
<td>Dutch Contemporary History in an International Perspective</td>
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<tr>
<td>LBU031B05</td>
<td>Making of Modern Science in Netherlands</td>
</tr>
<tr>
<td>LBU034B05</td>
<td>Visual &amp; Textual Culture: the Golden Age</td>
</tr>
<tr>
<td>LBU036B05</td>
<td>Dutch Seventeenth-Century Art</td>
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</tbody>
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Information about the courses can be found on this website: [http://www.rug.nl/let/organization/diensten-en-voorzieningen/international-office-new/exchange-students/dutch-studies-new/study-programme](http://www.rug.nl/let/organization/diensten-en-voorzieningen/international-office-new/exchange-students/dutch-studies-new/study-programme)
University College Groningen

One of the ten faculties of the University of Groningen is the University College Groningen. The University College offers a traditional Liberal Arts and Sciences programme, which provides students with a broad interdisciplinary base of knowledge.

You may also choose courses from the University College Groningen. Information about the courses can be found on their website:

http://www.rug.nl/ucg/education/study-programme
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 upmost 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? Unfortunately, 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 boatmates. 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 koffee shop. All the stereotypes I had heard about the Netherlands 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 night-club 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
Swimming against the tide or a fish out of water?

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.

Laura Mitchell

Email: laura-mitchell@hotmail.com

References


