Course title: Psychology of Transition and Transformation  
Course code: PSYC 3001 PRAG / POLI 3001 PRAG  
Programs offering course: Central European Studies, Communication, New Media, and Journalism  
Language of instruction: English  
U.S. semester credits: 3.00  
Contact hours: 45.00  
Term: Fall 2020  

Course Description

What happens when you suddenly find yourself in the society of unknown rules and most of your previous knowledge is useless? What are the psychological pre-conditions but also consequences of the political changes in the 1990s and how can we account for them in psychological terms? How can we link it to some social issues moving the Czech society now? These are some of the key questions explored in this multidisciplinary course, which employs critical social psychology as its main theoretical source although other theoretical perspectives are also included. The course examines problems related to socialization in the totalitarian regime, demands political changes towards democracy put on individuals in the Czech society, and whether we can find traces of these unique experiences in the present day society. The communist regime was strongly linked with regulated socialization in chosen institutions and forced civil participation, which in fact resulted in people's retreat to private life and on an authentic community participation. The course examines the effects of the totalitarian past on the Czech society as a whole as well as on individuals and presents cultural specifics related to non-violent change of the society from totality to democracy. In addition, it analyzes the concept of the post-totalitarian syndrome in relation to some current issues in the Czech society, including xenophobia and prejudice towards immigrants and other minorities, and explores the changes in gender equality and the transformation of the health and social services, particularly in regard to mental health.

Learning Objectives

By completing this course, students will:

- Analyze and illustrate the specifics of gender order in Central and Eastern Europe;
- Critically examine the interplay between the local and transnational dimension of gender and apply what they have learned in Prague to their situation at home;
- Develop critical thinking skills related to gender, particularly gender sensitizing;
- Assess the dominant gender ideologies, stereotypes and myths, and critically discuss the different social institutions and processes, including family, work place, labor market and politics, that continue to perpetuate gender inequalities of various degrees across the globe;
- Acquire an in-depth insight into the definitions of gender, gender order under state socialism and its present impact, and critically evaluate the public/private divide, the role of the media and representation in the perpetuation/change of gender roles, and sexuality and sexual politics.

Course Prerequisites

None

Methods of Instruction

Class will combine frontline teaching (lectures with PowerPoint presentations) with interactive tasks, discussions, video viewing and discussion, and collaborative practices. In order to enhance experiential learning, the course will include field trips and guest lectures.

Assessment and Final Grade

1. Midterm Assignment 20%
2. Reading Presentation 20%
3. Learning Portfolio presentation and reflection 25%
Course Requirements

Midterm Assignment

Students will visit outside of scheduled course hours a particular museum exhibition related to the class topics and write a reflection paper using required readings/other sources of their own choice (about 1000-1500 words). Presentation of the paper is a mandatory part of the assignment.

Reading Presentation

Each student will present, in class, one required or related reading, while another student will serve as a discussant. The schedule of reading presentations will be determined during the first week of classes and published on the Canvas course site.

Learning Portfolio presentation and reflection

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

Reflections

Students have to hand in three short reflections (500-750 words each) for at least two of the required guest lecture (lectures and dates TBA) and one field trip. Students should demonstrate their ability to tie the topics of the guest lectures and field trip(s) to the course concepts and topics.

Active Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program.

If you will miss a class for any reason, notify the Program Coordinator and your instructor beforehand via Canvas. You are responsible for any materials covered in class during your absence, and except in the specific cases listed below, credit will not be granted for missed assessments.

Excessive absences will result in a notification letter, and finally a warning letter, sent to you and your home school, based on the following:

<table>
<thead>
<tr>
<th>% of course hours missed</th>
<th>Number of CIEE classes</th>
<th>Minimum penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>One to Three 90-min. classes; or One 180-min. class</td>
<td>No penalty</td>
</tr>
<tr>
<td>10% - 20%</td>
<td>Five 90-min. classes; or Two 180-min. classes</td>
<td>Written notification* to the student, followed by a warning letter to the student and home school; 3% reduction in the final grade</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Six 90-min. classes; or Three 180-min. classes</td>
<td>Automatic course failure, and possible expulsion with notification to the home school</td>
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* The notification letters are intended to ensure that you are well advised in advance of any potential for failure or dismissal, so that you can take steps to avoid this.

As the table shows, **missing more than 20% of any class (e.g., due to undocumented illness, travel...**
delays, flight cancellations, over-sleeping, etc.) results in automatic failure of the course.

If you miss an assessment in class due to an absence, you will be able to make it up in the following instances:

- You provide a relevant doctor's note from a local medical professional to your Program Coordinator within 24 hours of your absence (a scan or photograph sent via e-mail are acceptable)
- A CIEE staff member verifies that you were too ill to attend class.
- You provide evidence of a family emergency to your Program Coordinator.
- You have an approved absence related to the observance of a religious holiday from the Academic Director based on a request submitted before you arrived onsite.

Please note: Absences incurred due to documented illness, documented family emergency or the observance of a religious holiday approved before arrival onsite do not count towards the total of absences. Students may self-certify one absence due to illness without providing a doctor's note as long as they notify the Program Coordinator within 24 hours of their absence by e-mail or a text message.

Other attendance-related policies

If you transfer from one CIEE class to another during the Add/Drop period, you will not be considered absent from the first session(s) of the new class provided you were marked present for the first session(s) of the original class.

If you are over 15 minutes late for a class, the instructor is required to mark you absent.

In case of class conflicts (irregularities in the class schedule, including field trips and make-up classes), always contact the Academic Department to decide the appropriate course of action.

Please remember to track your attendance on the Canvas Course Sites and report any errors in the record to the Academic Department within one week of the discrepancy date, as later claims may not be considered.

These attendance rules also apply to any required co-curricular excursion, activity, or event, and to for-credit internships.

CIEE staff does not manage absences at partner institutions providing direct enrollment classes (FAMU, ECES and FSV), but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1
Class: Introduction to class, course plan and requirements.

Coping with cultural shock.

Cultural adjustment and adaption.

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

Related reading:


Week 2
Class: Socialization and relationships in totalitarian regime.

Required reading:


Reading Presentations 1&2

Non-violent conflict resolution in the Czech history. Post-totalitarian syndrome as a psychological reaction to political development.
Week 3
Class: Understanding power mechanisms in communist regimes, critical reflections.

Guest lecture and its reflection.

Required Reading:

Reading Presentation 5

Week 4
Class: Psychologists on conformity and social influence.

From traditional to critical perspectives.

Required reading:

Reading Presentation 6

Reflection on Guest Lecture 1 due

Week 5
Class: Psychology for social justice. Relevance in the transforming society.

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

Reading Presentation 7

Week 6
Class: Midterm Exam Period

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

Midterm assignment due

Week 7
Class: Transformation of social and healthcare services in the Czech Republic

– focus on psychological and psychiatric care.

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

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

Reading Presentation 8

Week 8
Class: Transformation of social and healthcare services in the Czech Republic
Site visit – Fokus community centre

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

Related reading:

Reading Presentations 9&10

Reflection on field trip due

**Week 9**

Class:  Society at transformation, focus on gender perspective.

Required reading:
Hana Havelková (2014).

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

Reading Presentations 11&12

**Week 10**

Class:  People at margins – homelessness and women.

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

Required reading:

Related reading:

Reading Presentation 13&14

Reflection on Guest Lecture 2 due

**Week 11**

Class:  From emigration to immigration:

Growing diversity in the Czech society and xenophobic backlash. Concepts of race, race inequalities and its psycho-social consequences.

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

Reading Presentation 15

**Week 12**

Class:  From emigration to immigration:

*Growing diversity in the Czech society and xenophobic backlash. Concepts of race, race inequalities and its psycho-social consequences.*

Required reading:
Week 13
Class: Final Exam Week
Portfolio presentations. Class evaluation.
Portfolio reflection due.

Course Materials
Readings

Required:

Related readings: