

Psykologi AAU, Valgfag E2017

version 28.04.2017; med forbehold for fejl og ændringer

<i>Valgfag: § 39: Tværdisciplinært tema: Sorgens kultur, HEAKV0003D, 5 ECTS</i>
Studieordningen for kandidatuddannelsen i psykologi fra 2015
Kursusansvarlige: Ester Holte Kofod (ester@hum.aau.dk) og Allan Køster.
Undervisere: Ester Holte Kofod, Allan Køster, Brady Wagoner, Ignacio Bresco, Luca Tateo, Anders Petersen og Svend Brinkmann.
Placering: 9. semester
Type og sprog: Valgfag – dansk og engelsk
Omfang og forventning: 16 lektioner fordelt på 3 dage
Deltagere: Kurset er et valgfag på psykologi, 9. semester
Antal forelæsninger (+ varighed, samt navn på underviser) 8 forelæsninger (2x45 min), fordelt på tre dage med Ester Holte Kofod, Allan Køster, Brady Wagoner, Ignacio Bresco, Luca Tateo, Anders Petersen og Svend Brinkmann.
Antal forelæsningshold: 1
Antal seminarer (+ varighed, samt navn på underviser (e):0
Antal seminarhold: 0
Prøveform: En intern individuel skriftlig prøve i Tværdisciplinært tema (Cross Disciplinary Theme). Prøven har form af en hjemmeopgave med en af den studerende valgt og af den kursusansvarlige lærer godkendt problemstilling i relation til pensum. Pensumramme: 500 sider obligatorisk litteratur. Sidetal: Højest 5 sider. Bedømmelsesform: Der gives bedømmelsen bestået/ikke bestået. Afløsning: Prøven kan afløses ved tilfredsstillende, aktiv deltagelse i kurset, hvilket indebærer 75 pct. tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset. Prøven skal dokumentere, at modulets mål er indfrie.
Deltagerforudsætninger: Studerende på universitetet

Oversigt: Sorg er en almen menneskelig erfaring, som i reglen følger efter tabet af en nærtstående person. Sorg er på den ene side et universelt menneskeligt vilkår og måske endda med til at definere os som mennesker, men er samtidig et fænomen, der i sin udtryksform varierer stærkt i forskellige historiske epoker og kulturelle sammenhænge. Inden for den samme kultur er der desuden stor variation i, hvordan mennesker oplever og udtrykker sorg. Sorg er således et væsentligt menneskeligt fænomen, som fortjener at blive studeret i egen ret, men samtidig er det relevant at analysere vores opfattelser af og måder at håndtere sorg på med henblik på at forstå den nuværende udvikling af en kultur, der bliver stadig mindre tilbøjelig til at rumme og tolerere lidelse som en del af tilværelsen.

Valgfaget vil introducere forskellige perspektiver på individuelle sorgerfaringer og de kulturelle rammer og forestillinger om lykke og lidelse, som sorg udspiller sig indenfor i vores tid. Et fokus på sorgen vil blive brugt som en nøgle til at åbne op for en bredere analyse af de menneskelige vilkår i vores kultur. Det forventes, at WHO i 2018 vil tilføje "forlænget sorgforstyrrelse" til listen over diagnoser. Det rejser en række spørgsmål, der vil blive belyst fra forskellige perspektiver i undervisningen: Hvordan kan den aktuelle kulturelle opfattelse af sorg begribes? Hvad betyder indfasningen af en ny diagnose? Hvordan vil opfattelsen af sorg udvikle sig i de følgende år? Undervisningen vil tage udgangspunkt i tre grundlæggende dimensioner: (1) Sorgens personlige og eksistentielle dimensioner (herunder sorgens fænomenologi, sorg i et livsløbsperspektiv, mv.), (2), sorgens kulturelle dimensioner (herunder kulturelle og historiske udviklingslinjer i sorgforståelser, idealer og praksisser), samt (3), sorgens naturdimensioner (herunder spørgsmål om universelle vs. kulturspecifikke træk ved sorgen mv.)

Valgfaget vil give de studerende en teoretisk og empirisk viden, som giver dem mulighed for at forstå og analysere problematikker og konsekvenser af samtidens vilkår for sørgende både på et samfundsmæssigt og individuelt niveau. Undervisningen vil bestå af en løbende vekselvirkning mellem:

- 1) Grundlæggende introduktioner til sorgens personlige, eksistentielle, kulturelle, almenmenneskelige og naturmæssige dimensioner med udgangspunkt i fænomenologiske, eksistenspsykologiske, kulturpsykologiske og sociologiske perspektiver.
- 2) Empiriske eksempler hentet fra undervisernes forskning, der belyser sorg fra et individuelt såvel som et kulturelt og samfundsmæssigt perspektiv, med særligt fokus på aktuelle ændringer i samfundsmæssige og professionelle forståelser af og tilgange til sorg (herunder den ventede introduktion af en selvstændig diagnose for forlænget sorgforstyrrelse i ICD-11).
- 3) Løbende inddragelse af de studerende i form af fælles refleksioner, gruppearbejde mv., med henblik på at fremme forståelsen af samspillet mellem sorgens psykologiske og kulturelle processer.

Varighed og undervisningsform: 8 dobbelte forelæsningsgange med teoretisk og praktisk undervisning og plenumdiskussion. Tre dage, i alt 16 timer.

Kursusbeskrivelse:

Lære plan	Varighed	Emne
Dag 1		
1	2 x 45 minutter	Introduktion til sorg som individuelt, kulturelt og almenmenneskeligt fænomen (Ester H. Kofod & Allan Køster)
2	2 x 45 minutter	Sorgforståelser gennem tiderne: Fra religiøse til psykologiske og medicinske forståelsesrammer (Ester H. Kofod)
3	2 x 45 minutter	Sorgen som eksistentiel erfaring (Allan Køster)
Dag 2		
4	2 x 45 minutter	Sorg som diagnosticeret lidelse: De sociostrukturelle transformationer bag sorgdiagnosen (Anders Petersen)
5	2 x 45 minutter	Collective grief (Brady Wagoner and Ignacio Bresco)
6	2 x 45 minutter	The cultural mediation of grief (Luca Tateo)
Dag 3		
7	2 x 45 minutter	Sorginterventioner: Kliniske, praktiske og etiske overvejelser (Ester H. Kofod)
8	2 x 45 minutter	Sorgens vilkår i samtidens lykkekultur (Svend Brinkmann)

Litteratur:

Attig, T. (2004). Meanings of death seen through the lens of grieving. *Death Studies*, 28(4), 341-360. [19 s.]

Beckstead, Z., Twose, G., Levesque-Gottlieb, E., & Rizzo, J. (2011). Collective remembering through the materiality and organization of war memorials. *Journal of Material Culture*, 16(2), 193-213. [20 s.]

Breen, L. J., & O'Connor, M. (2007). The fundamental paradox in the grief literature: A critical reflection. *OMEGA-Journal of Death and Dying*, 55(3), 199-218. [19 s.]

Doss, Erica (2008). *The Emotional Life of Contemporary Public Memorials: Towards a theory of temporary memorials*. Amsterdam: Amsterdam University Press [50 s.]

Granek, L. (2010). Grief as pathology: The evolution of grief theory in psychology from Freud to the present. *History of Psychology*, 13(1), 46-73. [27 s.]

Harju, A. (2014). Socially shared mourning: construction and consumption of collective memory. *New Review of Hypermedia and Multimedia*, 21:1-2, 123-145, DOI: 10.1080/13614568.2014.983562 [22 s.]

Jacobsen, Michael H. (2017). Sorg som relation og emotion – konturerne af en kritik af den tiltagende patologisering af sorgen. *Omsorg: Nordisk tidsskrift for palliativ medicin*. (In

press.) [15 s.]

- Jakoby, N. R. (2012). Grief as a social emotion: Theoretical perspectives. *Death Studies*, 36(8), 679-711. [32 s.]
- Klass, D. (2006). Continuing conversation about continuing bonds. *Death Studies*, 30(9), 843-858.) [15 s.]
- Kofod, E. H., & Brinkmann, S. (2017). Grief as a normative phenomenon: The diffuse and ambivalent normativity of infant loss and parental grieving in contemporary western culture. *Culture & Psychology* (Online First, Feb. 9th, 2017). [15 s.]
- Lofland, L. H. (1985). The social shaping of emotion: The case of grief. *Symbolic Interaction*, 8(2), 171-190. [19 s.]
- Neimeyer, R. A., Klass, D., & Dennis, M. R. (2014). Mourning, meaning, and memory: Individual, communal, and cultural narration of grief. *Meaning in positive and existential psychology* (pp. 325-346). Springer. [21 s.]
- Parkes, C. M. (1998). Traditional models and theories of grief. *Bereavement Care*, 17(2), 21-23. [3 s.]
- Stroebe, M., Gergen, M. M., Gergen, K. J., & Stroebe, W. (1992). Broken hearts or broken bonds: Love and death in historical perspective. *American Psychologist*, 47(10), 1205-1212. doi:10.1037/0003-066X.47.10.1205 [8 s.]
- Stroebe, M., & Schut, H. (1999). The dual process model of coping with bereavement: Rationale and description. *Death Studies*, 23(3), 197-224. doi: 10.1080/074811899201046 [27 s.]
- Tateo, L. (2016). Toward a cogenetic cultural psychology. *Culture & Psychology* 22 (3), 433-447, doi:10.1177/1354067X16645297 [14 s.]
- Tateo, L. (2017). Poetic destroyers. Vico, Emerson and the aesthetic dimension of experiencing. *Culture & Psychology*, online first pp. 1–19 DOI: 10.1177/1354067X17701270 [19 s.]
- Valentine, C. (2006). Academic constructions of bereavement. *Mortality*, 11(1), 57-78. [21 s.]
- Wagner-Pacifci, R., & Schwartz, B. (1991). The vietnam veterans memorial: Commemorating a difficult past. *American Journal of Sociology*, 97(2), 376-420. [44 s.]
- Walter, T. (1999). *On bereavement: The culture of grief*. Buckingham, UK: Open University Press. (Uddrag) [ca. 80 s.]
- Walter, T. (2006). What is complicated grief? A social constructionist perspective. *OMEGA-Journal of Death and Dying*, 52(1), 71-79. [8 s.]

I alt ca. 500 s.

Valgfag: §28 Supervision, HEAKV0003D, 5 ECTS

Studieordningen for kandidatuddannelsen i psykologi fra 2015

Placering

9. semester

Kursusansvarlig

Birgitte Petersen bjp@hum.aau.dk

Undervisere

Birgitte Petersen.

Type og sprog

Valgfag - dansk

Mål

Den studerende skal gennem modulet opnå:

Viden om

- Og forståelse af supervisionsprofessionens genstandsområde, processer, formål og afgrænsning

Færdigheder i

- og evne til at reflektere over forskellige supervisionsmetoder og deres muligheder og begrænsninger
- og evne til at reflektere over elementer i supervisionskontrakt, supervisionsprocesser og forholdet mellem supervisand og supervisor
- og evne til at kunne reflektere over supervisionsetik, supervisionens indlejring i organisationer og kritiske forhold i det supervisoriske forhold.

Kompetencer til

- at kunne deltage i hhv. psykologfagligt og tværfagligt samarbejde omkring og med inddragelse af supervision
- selv at kunne stå for egen videre faglige udvikling på feltet

Fagindhold og sammenhæng med øvrige moduler/semestre

Kurset vil fokusere på centrale temaer indenfor supervision så som a) definition af supervisionsbegrebet, b) afgrænsning af supervision i forhold til tilgrænsende områder, c) formålet med supervision, d) supervisionsrelationen, e) læring og supervision, f) parallelprocesser i psykoterapi og supervision, g) supervisandens perspektiv og grad af faglig udvikling, h) supervisors kontrolfunktion, i) etablering af en supervisionskontrakt, j) supervisions indlejring i organisation og samfund k) supervisionsetik, l) supervisionsmetoder m) supervision af andre faggrupper n) supervisionens rammer.

Omfang og forventning

2 kursusdage à i alt 8 dobbeltforelæsninger, suppleret med løbende praktiske gruppeøvelser

Deltagere

Kurset er et valgfag på psykologi, 9. semester

Deltagerforudsætninger

Studerende på universitetet, bestået Bachelor

Modulaktiviteter (kursusgange mv.)

Antal forelæsningshold: 1

Antal forelæsninger: 16 fordelt på 2 dage

Eksamen:

Prøveform: En intern individuel skriftlig prøve i Supervision (Clinical Supervision).

Prøven har form af en hjemmeopgave med en af den studerende valgt og af den kursusansvarlige lærer godkendt problemstilling i relation til pensum.

Pensumramme: 500 sider obligatorisk litteratur.

Sidetal: Højest 5 sider.

Bedømmelsesform: Der gives bedømmelsen bestået/ikke bestået.

Afløsning: Prøven kan afløses ved tilfredsstillende, aktiv deltagelse i kurset, hvilket indebærer 75 pct. tilstedeværelse samt indløsning af samtlige opgaver, som stilles i løbet af kurset.

Prøven skal dokumentere, at modulets mål er indfrie.

Kursusbeskrivelse: Kurset vil fokusere på centrale temaer indenfor supervision så som a) definition af supervisionsbegrebet, b) afgrænsning af supervision i forhold til tilgrænsende områder, c) formålet med supervision, d) supervisionsrelationen, e) læring og supervision, f) parallelprocesser i psykoterapi og supervision, g) supervisandens perspektiv og grad af faglig udvikling, h) supervisors kontrolfunktion, i) etablering af en supervisionskontrakt, j) supervisions indlejring i organisation og samfund k) supervisionsetik, l) supervisionsmetoder m) supervision af andre faggrupper n) supervisionens rammer.

Pensumliste

Bernard, J.M., & Goodyear, R.K. (2014). *Fundamentals of Clinical Supervision*. (5th Ed.) (pp. 2-20). Harlow: Pearson. (19 s)

Bertelsen, P. (2013). En almen supervisionsmodel. I: Bertelsen, P., Jacobsen, C. H. & Rosenberg, N.K. (red.) *Tværfaglig supervision*, (s. 32 - 51). Hans Reitzels Forlag, Kbh. (19 s.)

Bordin, E. S. (1983). A working alliance based model of supervision. *The Counseling Psychologist*, 11(1), 35-42. (7 s)

Gordan, K. (1996) Psykoterapi supervision. (s. 195 – 235) Hans Reitzels Forlag Kbh. (40 s.)

Hedegaard, A. E. (2011). Noviceterapeutens læringsproces og udfordringer – hvordan trænes psykologstuderende til det psykoterapeutiske arbejde? *Matrix*, 28(4), 258-272. (15 s.)

Hedegaard, A. E. (2013). Psykodynamisk perspektiv på svækkelser og brud i supervisionsalliancen. *Matrix*, 30(3), 174-197. (24 s.)

Jacobsen, C. H. (2000). Parallelprocesser i psykoterapi og supervision. Nogle refleksioner over fænomenet og dets psykologiske mekanismer. *Psyke & Logos*, 21(2), 600-630. (31 s.)

Jacobsen, C. H. (2007). Supervision og de tilgrænsende områder. In: Jacobsen, C. H. & Mortensen, K. V. (Eds.). *Supervision af psykoterapi - teori og praksis* (pp. 20-33). København: Akademisk Forlag. (14 s.)

Jacobsen, C.H. (2007). Supervisand og supervisor. I: C.H. Jacobsen & K.V. Mortensen (red.) *Supervision af Psykoterapi. Teori og praksis*. Akademisk Forlag, 2007. Kap. 9, s. 104-116 (13 s.).

Jacobsen, C. H. & Mortensen, K. V. (2013). Tværfaglig supervision. I: Bertelsen, P., Jacobsen, C. H. & Rosenberg, N.K. (red.) *Tværfaglig supervision*, (s.13 – 31). Hans Reitzels Forlag, Kbh. (18 s.)

Jacobsen, C. H. & Nielsen, J. (2015). Supervision af psykoterapi. I: Alberdi, F., rosenbaum, B. & Sørensen P. (red.) *Moderne Teorier og Metoder i Psykoterapi*. (s. 582 – 602) Hans Reitzels Forlag Kbh. (21 s.)

- Ladany, N., Hill, C.E., Corbett, M.M., & Nutt, E.A. (1996). Nature, Extent, and Importance of What Psychotherapy Trainees Do Not Disclose to Their Supervisors. *Journal of Counseling Psychology*, 43, 1, 10-24. (15 s.)
- Luggin, R. (2005). Organisatoriske forholds betydning for supervisionsprosessen i psykoterapi og miljøterapi. *Matrix*, 22(4), 370-388. (19 s.)
- Mortensen, K. V. (2007a). Supervisionens rammer. I: Jacobsen, C. H. & Mortensen, K. V. (Eds.). *Supervision af psykoterapi. Teori og praksis* (pp. 34-43). København: Akademisk Forlag. (10 s.)
- Mortensen, K. V. (2007b). Det vanskelige kontrolproblem. I: Jacobsen, C. H. & Mortensen, K. V. (Eds.). *Supervision af psykoterapi. Teori og praksis* (pp. 57-69). København: Akademisk Forlag. (12 s.)
- Morthorst, P. & Nielsen, J. (2013). Gruppesupervision på dynamisk grundlag. I: Nielsen, J. & Sørensen, P. (red.) *Brug gruppen* pp. 331 – 351. Kbh. Hans Reitzels Forlag. (20 s.)
- Nielsen, G. H. (2000). Psykoterpiveiledning: Grunnleggende begreper og tilnæringsmåter. I: Holte, A., Nielsen, G. H. & Rønnestad, M. H. (red.). *Psykoterapi og psykoterpiveiledning*. (s. 257 – 290), Gyldendal Akademisk, Oslo. (34 s.)
- Nielsen, J. (2004): Curriculum og erfaring – et spændingsfelt for klinisk psykologisk supervision. *Nordisk Psykologi*, 56, 2, 155-176. (22 s.)
- Nielsen, J. (2005). Supervision og recentrering. *Matrix*, vol. 22 (4), s. 330-354 (25 s.)
- Nielsen, J., Jacobsen, C.H., & Mathiesen, B.B. (2012). Novice supervisors' tasks and training - A descriptive study. *Nordic Psychology*, 64, 3, 182-191. (9 s.)
- Ögren, M.-L. & Boëthius, S. B. (2011). Grupphandledning. En pedagogisk metod med stora möjligheter. *Matrix*, 28(4), 309-322. (13 s.)
- Reichelt, S. & Rønnestad, M. H. (2011). Kontraktetablering i veiledning. I: Rønnestad, M. H. & Reichelt, S. (Eds.). *Veiledning i psykoterapeutisk arbeid* (s. 29-41). Oslo: Universitetsforlaget. (13 s.)
- Rønnestad, M. H. & Skovholt, T. M. (2011). Om terapeuters profesjonelle utvikling og psykoterpiveiledning i et utviklingsperspektiv. I: Rønnestad, M. H. & Reichelt, S. *Veiledning i psykoterapeutisk arbeid*, 2011, s. 45 – 66. Oslo: Universitetsforlaget. (22 s.)
- Skjerve, J. (2011). Etske og juridiske rammer for veiledning av psykoterapeutisk arbeid. I: Rønnestad, M. H. & Reichelt, S. *Veiledning i psykoterapeutisk arbeid*, (s. 203 – 217). Oslo: Universitetsforlaget. (15 s.)
- Strømme, H. (2005). Tidlig terapeut utvikling. *Matrix*, vol. 22 (4), s. 309-329 (21 s.)

Watkins, C.E. (2014). The Supervisory Alliance: A Half Century of Theory, Practice, and Research in Critical Perspective. *American Journal of Psychotherapy*, 68, 1, 19-55. (34 s.)

(I alt 504 sider.)

§19 Valgfag: Anvendt Kulturpsykologi; Applied Discursive Psychology, HEAKV0001D, 5 ECTS

Studieordning for kandidatuddannelsen i psykologi, september 2015

Placering

Valgfag er placeret på 9. semester psykologi.

Modulansvarlig

Carolin Demuth

Type og sprog

§ 19 Modulet "Anvendt Kulturpsykologi" i studieordning for kandidatuddannelsen i psykologi, september 2015

Undervisningen foregår på engelsk. Skriftlige opgaver kan skrives på enten engelsk eller dansk.

Aim

The student should be able to demonstrate:

Knowledge about and understanding of:

- how Discursive Psychology fits into the field of cultural psychology
- how a Discursive Psychology approach can be practically applied to both research and therapeutic settings

Skills in

- applying discursive psychology methodology to concrete research questions as well as to their own 9th and/or 10th sem. project

Competences in

- gaining an increasing awareness of how people manage psychological moves through discursive practices in every day interactions (including institutional every day interactions such as therapy sessions).

Content

Discursive Psychology gains increasing popularity in the field of applied psychology. It offers new ways of working and of conceiving the relation between people, practices and institutions. Discursive psychology is one strand of Cultural Psychology. It treats psychological concepts such as identity, self, memory not as mental phenomena located within the individual but as dynamic processes that are dialogically intertwined with the social world – processes that are locally situated in social interaction and embedded in the phenomenological, bodily and material world as well as in historical time and place. These approaches have developed out of Wittgensteinian and Bakhtinian traditions and call for an alternative to representational/symbolic views on language.

In the present course students will learn how a discursive psychology approach can be practically applied both in research and in therapy. More specifically we will look at how it can provide a rich participant-based understanding of psychological disorders like agoraphobia, as well as what is going on in interactions in counseling and therapy sessions.

Omfang og forventet arbejdsindsats

8 forelæsninger à 2 timer, dvs. 16 timer i alt.

Det forventes, at de studerende deltager aktivt i øvelser undervejs.

Deltagere

Valgfag er målrettet 9. semester på psykologiuddannelsen.

Ved forhåndsgodkendelse fra de pågældendes studienævn er kurset også åbent for andre.

Eksamen

Active participation in the module's series of lectures and discussion sessions is required. Active participation is defined as reading of set literature, handing in all written assignments, 75 per cent attendance of the module's series of lectures and discussion sessions, contribution to the module's discussion sessions through oral presentations and active participation in discussions.

If a student does not meet the requirements for active participation, the following exam will be undertaken:

An internal written exam in English: The exam is a take-home assignment on a topic approved by the module coordinator.

The assignment paper must comprise a minimum of five pages and a maximum of seven pages.

The assignment paper will be evaluated by the examiner.

Evaluation: pass/fail

Credits: 5 ECTS

Course overview

Session	Duration	Topic	Teacher
1	2x45 min.	Introduction	Carolin Demuth
2	2x45 min		Carolin Demuth
3	2x45 min		Carolin Demuth
4	2x45 min		Carolin Demuth
5	2x45 min		Carolin Demuth
6	2x45 min		Carolin Demuth
7	2x45 min		Carolin Demuth
8	2x45 min		Carolin Demuth

Session 1

2 timer v/Carolin Demuth

Session 2

2 timer v/Carolin Demuth

Session 3

2 timer v/Carolin Demuth

Session 4

2 timer v/*Carolyn Demuth*

Session 5

2 timer v/*Carolyn Demuth*

Session 6

2 timer v/*Carolyn Demuth*

Session 7

2 timer v/*Carolyn Demuth*

Session 8

2 timer v/*Carolyn Demuth*

Pensum

Capps, L & Ochs, E. (1995) *Constructing panic: The discourse of agoraphobia*. Cambridge, MA: Harvard University Press. [256 pages] **Online access via AUB**

Hepburn, A. & Wiggins, S. (Eds) (2007) *Discursive Research in Practice. New Approaches to Psychology and Interaction*. Cambridge University Press [332 pages] **Online access via AUB**

Total: 588 pages

Optional reading:

Wiggins, S. (2017). *Discursive Psychology: Theory, Method, and Applications*. London: Sage [280 pages] **Will be ordered as online version through AUB**

Refugees' lives: psychological experiences between narrative and imagination, HEAVK0008D

Elective, 5 ECTS, catalogue of electives related to the bachelor- and master programs in Psychology

Location
9 Semester

Module coordinator

Module coordinator Ignacio Brescó de Luna (ignacio@hum.aau.dk)

Teachers: Luca Tateo, Pina Marsico, Sarah H. Awad, Ignacio Brescó de Luna, Paula Cavada

Type and language

Elective course

Language: English

Objectives

Migrants, refugees and asylum seekers are gaining more and more visibility in the European public arena. Nordic countries have a long and well-established tradition of hospitality and integration, but they too are facing a difficult challenge before the new phenomena of collective mobility from other areas of the world. Besides logistic, economic and employment problems, our societies and the single citizens are required to make-sense of these phenomena and deal with the dilemmas of preserving the continuity of culture copying with the ambivalences of dealing with otherness (namely minority groups) that generates uncertainty in a traditionally welcoming welfare state.

This course will try to provide psychology students with some theoretical and empirical tools to understand the social-psychosocial dimensions of people mobility from the perspective of cultural psychology. The basic assumption is that we make sense of the current situation by processes of imaginative reconstruction of the past in function of an imagined future. Thus, imagination is related to the management of uncertainty towards escaping homeland to a new country, thought today global communication provides more information about every country (i.e. European migrants in the 19 century didn't know much (if anything at all) about the United States or Latin America before travelling). On the other hand, collective memory and imaginative reconstruction of past is related to those migrants who try to keep their old traditions and language in the new country; something that may affect (and be affected by) the refugee's children daily practices in the host country.

On the side of the host country, the culturally constructed categories of different forms of migration (refugees, migrants, asylum seekers) provide a framework to make sense of people's mobility, legitimizing or de-legitimizing some kinds of migrants with respect to others. Besides, the construction of the otherness in form of migrants is strictly related to the construction of "we-ness" in terms of national identity and community spirit.

The course will discuss the socio-psychological processes through which these categories they are constructed and managed and with what effects.

Drawing on this framework, this course aims to provide:

<p>Knowledge:</p> <ol style="list-style-type: none"> 1) Relationships between imaginative and mnemonic processes in cultural psychology. 2) Social representations of refugees in relation to collective memory processes. 3) How these processes can be related to psychological intervention in multicultural societies. 4) Qualitative methodologies to study imaginative and memory process at both individual and collective levels. <p>Skills:</p> <ol style="list-style-type: none"> 1) To analyze life trajectories, personal and collective narratives; 2) To analyze collective imaginary about migration and refugee phenomena; 3) To work with non-existing objects in psychology (e.g. imagination, reconstructive memory, future-oriented actions) 4) To analyze the child's perspective into the migratory phenomena. <p>Competences:</p> <ol style="list-style-type: none"> 1) To critically look at the social representation of migration phenomena. 2) To have a multicultural outlook at the different life trajectories. 3) To work with products of imaginative and future-oriented psychological processes. 4) To work in the field of refugees support with a more sensitive and in-depth understanding of life experiences. 						
<p>Academic content and conjunction with other modules and semesters</p> <p><i>The course is aimed at providing theoretical and empirical knowledge about the phenomenon of migration and the professional role of psychologists in this context. The module is in relation to the social psychology module and the qualitative methods semester. The course will combine theoretical concepts and empirical work on narrative processes (individual and collective), autobiographical memories, mythology of migration, future-oriented collective memory. The course will also focus on the empirical analysis of cultural products related to migration phenomena (novels, movies, news, images and street art).</i></p>						
<p>Scope and expected performance</p> <table border="1"> <thead> <tr> <th>Aktivitet</th> <th>Timer</th> </tr> </thead> <tbody> <tr> <td>8 forelæsninger à 2 timer</td> <td>16</td> </tr> <tr> <td>Læsning og forberedelse</td> <td>120</td> </tr> </tbody> </table> <p><i>NB: lektioner tælles som timer.</i></p>	Aktivitet	Timer	8 forelæsninger à 2 timer	16	Læsning og forberedelse	120
Aktivitet	Timer					
8 forelæsninger à 2 timer	16					
Læsning og forberedelse	120					
<p>Module activities (2 timer Luca Tateo; 4 timer Pina Marsico; 3 timer Sarah H. Awad, 5 timer Ignacio Brescó de Luna; 2 timer Paula Cavada).</p>						
<p>Number of teams 1</p>						
<p>Participants <i>The course is offered as an elective in the Master's degree in psychology.</i></p>						

Prerequisites for participation*None***Module activities:**

Plan	Duration	Subject	Teacher
Day 1			
1	2 x 45 minutes	The social and cultural psychology of migration and refugees	Luca Tateo
2	2 x 45 minutes	Psychological intervention in multicultural society	Pina Marsico
3	2 x 45 minutes	Analysis of border crossing in psychology	Pina Marsico
Day 2			
4	2 x 45 minutes	Social Representations of refugees	Ignacio Brescó
5	2 x 45 minutes	Ruptures and transitions in refugees' life trajectories	Ignacio Brescó
6	2 x 45 minutes	Social construction of migration and images	Sarah Awad
Day 3			
7	2 x 45 minutes	Refugee children's' experiences of migration	Paula Cavada
8	2 x 45 minutes	Conclusions: Ambivalences and resistances in migration phenomena	Sara Awad & Ignacio Brescó

Curriculum:

Darcey M. Dachyshyn, D. & Kirova (2008). Understanding Childhoods in-between: Sudanese Refugee Children's Transition from Home to Preschool. *Research in Comparative and International Education*, 3(3), 281- 294. (14 pages)

Herlihy, J., Gleeson, K., & Turner, S. (2010). What Assumptions about Human Behaviour Underlie Asylum Judgments? *International Journal of Refugee Law*, 22(3), 351–366 (16 pages)

Jackson, M. (2002). *The politics of storytelling: Violence, transgression, and intersubjectivity* (Vol. 3). Copenhagen: Museum Tusulanum Press. (316 pages)

Marsico, G. (2016). The borderland. *Culture & Psychology*, 22(2), 206-215 (9 pages)

Märtsin, M., & Mahmoud, H. W. (2012). Never at Home? Migrants Between Societies. *The Oxford Handbook of Culture and Psychology*, 730-745. (16 pages)

Schuetz, A. (1944). The Stranger: An essay in social psychology. *The American Journal of Sociology*, 49(6), 499-507. (8 pages)

Tateo, L. (2016). Toward a cogenetic cultural psychology. *Culture & Psychology* 22 (3), 433-447, doi:10.1177/1354067X16645297 (14 pages)

Tateo, L. (2017). Poetic destroyers. Vico, Emerson and the aesthetic dimension of experiencing. *Culture & Psychology*, online first pp. 1–19 DOI: 10.1177/1354067X17701270 (19 pages)

Watzlawik, M. & Brescó, I. (in press). The Self in Movement: Being identified and identifying oneself in the process of migration and asylum seeking. *Integrative Psychological and Behavioral Science* (10 pages)

Zittoun, T. (2009). Dynamics of life-course transitions: A methodological reflection. In J. Valsiner et al. (Eds.) *Dynamic Process Methodology in Social and Developmental Sciences* (pp. 404-429) New York: Springer. (26 pages)

Examination

Active participation in the module's series of lectures and discussion sessions is required. Active participation is defined as reading of set literature, 75 per cent attendance of the module's series of lectures and discussion sessions, contribution to the module's discussion sessions through oral presentations and active participation in discussions.

If a student does not meet the requirements for active participation, the following exam will be undertaken: An internal written exam in English: The exam is a take-home assignment on a topic approved by the module coordinator.

The assignment paper must comprise a minimum of five pages and a maximum of seven pages.

The assignment paper will be evaluated by the examiner.

Evaluation: pass/fail

Credits: 5 ECTS

<p><i>Culture and Childhood: Contemporary dilemmas on being a child, HEAVK0010D</i> Elective, 5 ECTS, catalogue of electives related to the bachelor- and master programs in Psychology</p>
<p>Location 9. Semester</p>
<p>Module coordinator Paula Cavada (pcavadah@hum.aau.dk)</p>
<p>Type and language Elective course Language: English</p>
<p>Objectives</p> <p>How is it to grow up in the Amazonas-Peru, India or Denmark? What is the meaning of walking, playing or tying your shoes in these different countries? Is childhood easier in some cultures than others? How do children spend their time in different communities? The scope of this course is to explore the importance of culture in the process of being and the possibilities of becoming a child. Inspired by a sociocultural psychological approach, special attention is given to the dynamic between the individual and cultural development, through which the personal trajectory takes place, i.e. the constructional aspect of culture in combination with the uniqueness of the singular experience.</p> <p>Therefore, the point of departure for this course will be the exploration of conceptions of childhood and culture, the tension between stability vs. change and locality vs. globalization, and how we can establish criteria to rely in evaluating what, why is, and would be beneficial for children in general and for each particular child. This task demands identifying the children's perspective and how children's everyday life in different cultures takes place within different activities (play, learning); institutions (school, family, afterschool, peers group, public places); and societal values (rights, education, gender equality).</p> <p>Drawing on this framework, this course aims to provide:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) Emergence and evolution of discourses on children and childhood. 2) Theoretical approaches on children's perspective. 3) Children's everyday life developmental settings. 4) Qualitative methodologies to study children's perspectives.

Skills:

- 1) To identify and analyze discourses of childhood and childhood development.
- 2) To identify and analyze socio-material arrangements for children's learning and development.
- 3) To approach and analyze dialectically children's perspective.

Competences:

- 1) To critically understand the local and global standards of development in childhood.
- 2) To critically understand the conditions for children's development.
- 3) To understand children as subjects.
- 4) To work with children from diverse backgrounds with a cultural sensitive approach.

Academic content and conjunction with other modules and semesters

Inspired in the premises of sociocultural approaches to human development and sociology of childhood, the course will provide theoretical knowledge and methodological tools to understand the child's perspective and complexity of their living worlds across the globe; and to critically analyze the standards of children's development. The role of psychology and psychologist when working with children will be discussed transversally during the course.

This module course is in relation to the courses of cultural psychology, developmental psychology, educational psychology and the qualitative methods.

The course is expected to have a theoretical-empirical approach. Thus, there will be alternation between theoretical conceptual reflections and practical- applied group work, that requires active participation from the students in discussing and preparing text questions and analyzing specific practices, spaces and institutions related to children's learning and development.

Scope and expected performance

Aktivitet	Timer
8 forelæsninger à 2 timer	16
Læsning og forberedelse	120

NB: lektioner tælles som timer.

Module activities

16 timer Paula Cavada.

Number of teams 1.

Participants

The course is offered as an elective in the Master's degree in psychology.

Prerequisites for participation

None

Module activities:

Plan	Duration	Activity
Day1		
1	2 x 45 min.	Cultural constructions of childhood and the child.
2	2 x 45 min.	Politics of childhood, global/local, (de) contextualized, (un) personal.
Day 2		
3	2 x 45 min.	Children's perspective, theories and methods.
4	2 x 45 min.	Being a child, being a culture, being oneself.
Day 3		
5	2 x 45 min.	Institutions, practices and children's participation.
6	2 x 45 min.	Children's activities across the globe.
Day 4		
7	2 x 45 min.	Contemporary challenges of childhood.
8	2 x 45 min.	Working with children the contemporary world.

Curriculum:	
	N. of reading pages
1. Burman, E. (2008). Discourses of the Child. <i>Deconstructing developmental psychology</i> (2 nd ed.) (pp.67-101). London: Routledge.	34
2. Anglin-Jaffe, H. (2011). Reading the “Happy Child”: Normative Discourse in Wellbeing Education. In K. Lesnik-Oberstein (Ed.), <i>Children in Culture, Revisited Further Approaches to Childhood</i> (pp.73-89). Palgrave Macmillan.	13
3. Hogan, D. (2005). Researching ‘the child’ in developmental psychology. In S. Greene & D. Hogan (Eds.), <i>Researching children’s experience</i> (pp.22-41). London: SAGE.	17
4. Fleer, M., Hedegaard, M. & Tudge, J. (2009). Constructing childhood, Global-Local Policies and Practices. In M. Fleer, M. Hedegaard & J. Tudge (Eds.), <i>Childhood Studies and the Impact of Globalization: Policies and Practices at Global and Local Levels</i> (pp. 1-20). New York: Taylor & Francis.	18
5. Branco, A. (2009). Cultural practice, Social Values and Childhood Education, The impact of globalization. In M. Fleer, M. Hedegaard & J. Tudge (Eds.), <i>Childhood Studies and the Impact of Globalization: Policies and Practices at Global and Local Levels</i> (pp. 46-66). New York: Taylor & Francis.	17
6. Hedegaard, M. (2009). Children’s Learning through Participation in Institutional Practice. In B. van Oers, E. Elbers, R. van der Veer & W. Wardekker (Eds.), <i>The Transformation of learning: perspectives from activity theory</i> (pp. 294-318). Cambridge: Cambridge University Press.	25
7. Valsiner, J. (1997). Actions in Culturally Organized Contexts: Settings of Mealtimes. <i>Culture and the Development of Children’s Action: A Theory of Human Development</i> (pp. 209-250). New York: John Wiley & Sons Inc.	42
8. Rogoff, B. (1990). Conceiving the Relationship of the Social World and the Individual. <i>Apprenticeship in thinking cognitive development in social context</i> (pp.25-41). Oxford: Oxford University Press.	17
9. Sommer, D., Samuelsson, I., & Hundeide, K. (2010). Introduction: Child Perspectives and Children’s Perspectives – The Scandinavian Context. <i>Child perspectives and children’s perspectives in theory and practice</i> (pp.1-23). Dordrecht: Springer.	23
10. Rogoff, B. (2003). Orienting Concepts and ways of understanding the cultural nature of human development. <i>Cultural nature of human development</i> (pp.3-36). Cary, NC: Oxford University Press.	33
11. Nsamenang, A. B. (2009). Cultures in Early Childhood Care and Education. In M. Fleer, M. Hedegaard & J. Tudge (Eds.), <i>Childhood Studies and the Impact of Globalization: Policies and Practices at Global and Local Levels</i> (pp. 23-45). New York: Taylor & Francis.	17
12. Oswell, D. (2013). School and education. <i>The agency of children. From Family to Global Human Rights</i> (pp.113-138). New York: Cambridge University Press.	26

13. Corsaro, W. & Nelson, E. (2003). Children's collective activities and peer culture in early literacy in American and Italian preschools. <i>Sociology of Education</i> , 76 , 209-227.	19
14. Demuth, C., Heller H. & Yovsi, R. (2011). Cultural models in communication with infants: Lessons from Kikaikelaki, Cameroon and Muenster, Germany. <i>Journal of Early Education Research</i> , , 10(1), 70-87.	15
15. Aronsson, K. (2012). Family Life Activities and Everyday Time Politics. In M. Hedegaard, K. Aronsson, Ch. Højholt & O. Ulvik, <i>Children, childhood and everyday life: children's perspectives</i> (pp.75-90). Charlotte, NC: Information age publishing.	14
16. Jovchelovitch, S. Priego_Hernández, J. & Glavenau, V. (2013). Constructing public worlds: Culture and socio-economic context in development of children's representations of the public sphere. <i>Culture & Psychology</i> , 19(3), 323-347.	20
17. Tuli, M. (2014). Parental reconstructions about the care and development of young children. In N. Chaudhary, S. Anandalakshmy & J. Valsiner. (Eds.), <i>Cultural Realities of Being: Abstract ideas within everyday lives</i> (pp. 69-88). New York: Routledge.	18
18. Van Oers, B. (2012). Culture in Play. In J. Valsiner (Eds.), <i>The Oxford Handbook of Culture and Psychology</i> (pp.). New York: Taylor & Francis.	18
19. Thorne, B. (2005) Unpacking School Lunchtime: Structure, Practice, and the Negotiation of Differences. In C.H. Cooper, C.T. G. Coll, W. T. Bartko, H. Davis & Chatman, C. (Eds.) <i>Developmental Pathways through Middle Childhood</i> (pp. 63-87). London: Earlbaum.	23
20. López, A. Najafi, B. Rogoff, B. & Mejía- Arauz, R. (2012). Collaboration and Helping as Cultural Practices. In J. Valsiner (Ed.), <i>The Oxford Handbook of Culture and Psychology</i> (pp.869-884). New York: Taylor & Francis.	13
21. Abebe, T. (2011). Gendered Work and Schooling in rural Ethiopia: Exploring working Children's Perspectives. In S. Evers, C. Notermans & E. van Ommering, (Eds.), <i>Not just a Victim: The child as Catalyst and Witness of Contemporary Africa</i> (pp. 147-171). Leiden, NLD: Bill Academic Publishers.	23
22. Tudge, J. (2008). Everyday Lives. <i>The everyday lives of young children: Culture, class, and child rearing in diverse societies</i> (pp. 221-258). Cambridge: Cambridge University Press.	38
23. Tudge, J. (2008). The cultural ecology of young children. <i>The everyday lives of young children: Culture, class, and child rearing in diverse societies</i> (pp.259-282). Cambridge: Cambridge University Press.	24
Total 507 pages	

Examination

Active participation in the module's series of lectures and discussion sessions is required. Active participation is defined as **reading of set literature, 75 percent attendance** of the module's series of lectures and discussion sessions, contribution to the module's discussion sessions through **oral presentations** and **active participation in discussions**.

If a student does not meet the requirements for active participation, an internal written exam in English will be undertaken. The exam is a take-home assignment on a topic approved by the module coordinator.

The assignment paper must comprise a minimum of five pages and a maximum of seven pages.

The assignment paper will be evaluated by the examiner.

Evaluation: pass/fail

Credits: 5 ECTS - point