

Semester 4: Tolerance & Beliefs 22½ ECTS

Theme	Quantitative Methods	Qualitative Methods	Skills
20 ECTS	2.5 ECTS	2.5 ECTS	2.5 ECTS
Anthropology Ethnography Social Psychology Sociology	Survey methodology Questionnaire design Reliability and validity Data cleaning Data collection through social media Factor Analysis in Python using Jupyter Notebooks	Observational methods Ethics in research Ethnography F.A.I.R. data	Diversity in organizations Transdisciplinarity Transformative Engagement Stress Management Global Citizenship skills Cultural Identity Apologizing Decision making skills Creative thinking Teaching in practice
GLO2411 GLO2511	GLO2421	GLO2521	GLO2431 GLO2531

Description

In Semester 4 Tolerance and Beliefs, we focus on how beliefs about people are constructed at an interactional level between (groups of) people and how such beliefs are shaped by global contexts marked by inequalities. You will get an understanding of the role stereotyping plays in the construction of beliefs about others around us. You will also learn how belief systems have been institutionalized in the past, how these still impact the global challenges of today, and discuss beliefs about how today's societies should work. Throughout the semester, you develop how to recognize bias in interpersonal and intergroup relations as well as in research. In doing so, we continuously encourage you to reflect on your own privilege, positionality, and bias.

Contributing Faculties

- Faculty of Arts & Social Sciences
- Faculty of Health, Medicine & Life Sciences
- Faculty of Psychology & Neuroscience
- Faculty of Science & Engineering

Intended Learning Outcomes

Theme & Project

Students attain the ability to:

- T1. Describe how notions of beliefs and tolerance are constructed and how these impact interactions amongst individuals and groups;
- T2. recognize bias and impact of bias in interpersonal and intergroup relations;
- T3. understand how beliefs and social categorizations can create and maintain structural inequalities;
- T4. synthesize and integrate interdisciplinary perspectives to analyse how real-world events pertain to tolerance and beliefs;
- T5. critically reflect on how debates on tolerance and beliefs are framed in different academic and societal perspectives;

- T6. pay attention to the impact of differentiation and structural discrimination and demonstrate an open, critical and curious attitude when engaging with thematic content and the cases;
- T7. demonstrate respect, (self)-awareness of bias, and skills to both listen and communicate views in a well-reasoned and informed manner;
- T8. communicate effectively to share knowledge in written, graphic and oral form.

Methods

Students attain the ability to:

- M1. Identify the different structures of question types and response formats and assess their usage and interpretation;
- M2. identify different types of bias in questionnaire design and take measures to address them;
- M3. construct questionnaires for survey according to best practices;
- M4. identify the variables that address the research hypotheses on which data are to be collected;
- M5. understand the fundamentals of factor analysis and identify opportunities to combine variables;
- M6. conduct your own factor analysis in Python;
- M7. measure and interpret the internal consistency of a survey or questionnaire.

Skills

Students attain the ability to:

- S1. Identify the basic claims and assumptions in the way global issues in the topical themes are framed;
- S2. work effectively in multi- and interdisciplinary teams to resolve complex societal problems;
- S3. ask critical questions and test commonly-held assumptions in forming their views on global issues;
- S4. foster a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity;
- S5. develop attitudes of empathy, solidarity and respect for differences and diversity;
- S6. harness motivation and willingness to take necessary actions;
- S7. apply S1-S6 to distribute and convey knowledge to peers in a teaching environment.