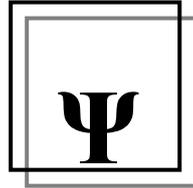


PSY-427-M01 CROSS-CULTURAL PSYCHOLOGY

Fall 2014 Tues and Thur, 12:30 - 13:45

Instructors: Emilija Georgievska-Nanevska, PhD (egeorgie@slu.edu)

Office hours: Tues & Thur 11:30-12:30



Introduction to the course:

Theories in psychology aim for universality, yet many classic research findings do not replicate when studies are conducted in different nations across the world. This course explores cross-cultural research into a wide range of topics. We will examine important, core issues in cross-cultural psychology and focus on some specific topics including socialization, development and self-concept, emotion, perception, language and identity, acculturation, and cultural-sensitive diagnosis & counseling. The course is designed to encourage independent and critical thinking about these issues assuming that the students are already familiar with basic psychological theories and concepts. It will be taught blending theory and application to develop an academic and personal understanding of culture and its effects on behavior.

Course objectives:

By the end of the course, I hope that you will:

- be familiar with fundamental concepts and theoretical perspectives pertinent to the study of culture and human behaviour.
- become more aware of cultural variation and how cultural factors influence human behaviour.
- learn about cross-cultural research methodology.
- better understand and appreciate your own and other cultures.
- enhance your critical thinking and broader understanding of complex social phenomena.

Activities and outcomes:

By way of: traditional lecturing, readings, discussions, in-class exercises, and out-of-class projects:

- By the end of the semester, students will have enhanced knowledge about the cross-cultural variations of the main psychological themes (e.g., human development, perception, psychopathology, treatment, etc.).
- By the end of the semester, students will learn to think critically about the cross-cultural issues in psychology.
- By the end of the semester students will have greater experiential awareness about the importance of culture in people's lives and in psychology.

Course Requirements and Evaluations:

You should bear in mind that by enrolling in an upper division course you are assuming a greater responsibility for working more independently than is usually expected in lower division and/or introductory courses. In particular, students in this course should understand that they are responsible for reading and studying the material in the textbook and any other assigned readings, whether or not that material is covered in the class lectures, discussions and exercises. The class presentations will serve to illustrate and/or augment some aspects of the topic of the assigned reading, but not necessarily with any specific reference to that reading. Classroom participation and discussions of the subject matter are expected and encouraged. If no questions are asked it will be assumed that the material under consideration has been understood.

Evaluations:

Exams:

There will be one (first) midterm exam and a non-cumulative final exam. These exams will have multiple choice, short answers, and essay questions.

The midterm exam and the final exams will be worth 25% of your course grade.

Group assignments:

There will be one group home assignment. You will be asked to work in groups of 3-4 people, prepare your assignment, and write a short report to present it in class for discussion.

In addition, there will be two home writing assignments: immersion paper and reflective paper.

Immersion paper:

For this project you are to expose yourself to an aspect of diversity (i.e. culture or subculture that is foreign to you) and write about your experience of the immersion. Following are some examples: go to a religious service or ceremony that is radically different from your own beliefs; go to a community event or activity for a specific ethnic group; spend day at a factory, or some other job that poor and working class people are more likely to do; spend some time with a homeless person, etc. While you have a fair share of freedom and creativity in selection of the immersion experience, I urge you to run the activity by me first. In writing this paper the following points should be addressed: your identity (How do you identify regarding the cultural/social factors you've chose to learn more about? How important has this aspect of your self been to you in the past and presently?); group and activity chosen (discuss the cultural/social factors of the chosen activity? Why did you chose this group or topic?); subjective experience of immersion interaction (How did you feel? Before, during, and after? etc.) You should refer to theoretical models and research discussed in class to position, support, and problematise your arguments. More information will be provided in class. This paper counts towards 15% of your grade.

Reflective paper:

Globalisation and migrations have created a unique challenge to the modern societies: the construction of relatively harmonious multicultural settings. Yet, interactions among different parts of multicultural society can potentially pose problems. We will examine these issues by watching the movie "East is East" telling the story of a Pakistani family in Britain. You will write a reflective paper on the movie. Your paper should NOT be a simple summary of the story. You should make references and connections to the concepts and theories you learned in your textbook and in class. This paper will count 10% of your course grade.

Participation:

There will be regular class activities in class. You will participate in small group discussions where you will deepen your understanding of the topics covered. Your participation is essential for the success of the course and will be worth 10% of your overall course grade.

Grade Scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%

Grade Components:

25%	Mid-Term exam
25%	Final exam
15%	Group Assignment
10%	Reflective paper

Course Credits: 3

B-	80%-82%	10% Participation
C+	73%-79%	15% Immersion exercise & paper
C	67%-72%	
C-	60%-66%	
D	50%-59%	
F	0%-49%	

COURSE READINGS:

Course Book:

Matsumoto, D. & Juang, L. *Culture and Psychology*. Belmont, CA: Wadsworth/Thomson Learning

ADDITIONAL REQUIRED READINGS:

Selected chapters from: *Online readings in psychology and culture*. Center for cross-cultural research. Western Washington University:

http://www.wwu.edu/culture/contents_complete.htm

During the course you will be asked to read several online chapters from this excellent web page that is one of the most updated handbooks of cross-cultural psychology. The most prominent researchers in the field describe their studies or give their personal viewpoint regarding some particular aspects of psychology from the perspective of cross-cultural paradigm.

You can also use this web page as a reliable source for your assignments.

ADDITIONAL BOOKS AVAILABLE IN THE LIBRARY:

- Friedlmeier, W., Chakkarath, P., & Schwarz, B. (2005). *Culture and human development: the importance of cross-cultural research to the social sciences*. Psychology Press: Hove.
- Berry, J.W., Portinga, Y.H., Segall, M.H., Dasen P.P. (2002). *Cross-cultural Psychology: Research and Applications*. (2nd Ed.). New York: Cambridge University Press

Writing and the APA Style

A variety of publication styles are recognized in academic and professional settings. In this class we will follow the APA style according to the American Psychological Association Style Manual, 6th edition, 2009 (APA, 2009). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling, and use APA format in citing references in the text and reference section. Information and guidelines for the use of APA style can be found on the school's library homepage <http://libguides.slu.edu/socialwork> Click on "Writing and APA Format" tab.

Collection of student work for assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, (e.g. any exams, oral presentations, assignments) may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

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COURSE SCHEDULE (tentative)

I will make reasonable efforts to follow the schedule of topics below. However, as time and circumstances dictate, the schedule may change somewhat. Thus, dates given below should be considered approximate. If circumstances warrant, I may amend the schedule or modify reading assignments. I will announce any such changes in class.

Date		Topic	Readings
Tu.	Sept, 2	Introduction. Course overview. What is Cross-Cultural Psychology?	Chapter 1
Th.	Sept, 4	What is culture? Why is culture important? Psychological approaches to study culture.	Chapter 1 <i>Online readings: Unit 15, Ch. 1</i> <i>Triandis: subjective culture</i> ***Schwartz: individual and cultural values ***Hofstede: dimensionalizing cultures
Tu.	Sept, 9	Culture and psychological research I.	Chapter 2 ▪ <i>Online readings: Unit 2, Ch. 10</i> <i>Goodwin: conducting cross-cultural psychological research</i> <u>Home group assignment:</u> Culture and development Report Due: Sept, 23 Presentation: Sept, 25 & 30
Th.	Sept, 11	Enculturation and socialization across cultures.	Chapter 3 ▪ <i>Online readings: Unit 13, Ch. 3</i> *** <i>Georgas: family: variations and changes across cultures</i>
Tu.	Sept, 16	Culture and development I.	Chapter 4 + Chapter 3 on parenting

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			styles
Th.	Sept, 18	BABIES documentary watching and discussion	
Tu.	Sept, 23	Culture and development II.	Chapter 4 <ul style="list-style-type: none"> • <i>Online readings:</i> Unit 11, Ch. 2 <i>Chen & Farruggia: "Culture and adolescent development"</i> Report due (culture and development)
Th.	Sept, 25	Class presentations Culture and Development	
Tu.	Sept, 30	Class presentations Culture and Development (cont.)	
Th.	Oct, 2	Culture and basic processes Part 1: perception	Chapter 5 Immersion assignment Due: Nov, 6
Tu.	Oct, 7	Culture and basic processes Part 2: cognition	Chapter 5 <i>Online readings: <u>unit 5, chapter 1</u></i> <i>Sternberg: Cultural explorations of human intelligence around the world</i>
Th.	Oct, 9	Culture and Creativity	HANDOUTS
Tu.	Oct.14	MIDTERM EXAM	
Th.	Oct, 16	Culture and health	Chapter 7

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<i>Berry et al.: Chapter 15</i>			
Tu.	Oct, 21	Culture and language	Chapter 9, EXCEPT pp. 238-247
			Chapter 10
Th.	Oct, 23	Culture and personality I.	<i>Online readings: Unit 6, Ch. 1 Mccrae: cross-cultural research on the five-factor model of personality</i>
Tu.	Oct, 28	Culture and Gender	Chapter 6
Th.	Oct, 30	DISCUSSION: Special topic: Psychological science in cultural context	Readings will be posted on Blackboard
Tu.	Nov, 4	Open-ended class STUDENTS' IDEAS (movies, anything of interest)	
			Chapter 11, pp. 282-301
Th.	Nov, 6	Culture, abnormal behavior, and its treatment I.	Chapter 12 **Immersion paper due**
Tu.	Nov, 11	Culture, abnormal behavior, and its treatment II.	<ul style="list-style-type: none"> ▪ <i>Online readings: Unit 10, Ch. 4</i> <i>Blue et al.: "Through silence we speak: approaches to counselling and psychotherapy with Canadian first nation clients"</i>
Th.	Nov, 13	DISCUSSION: Special Topic: Culture, psychopathology, & treatment (loss, somatization, sexual abuse, loss...)	Readings will be posted on Blackboard
Tu.	Nov, 18	DISCUSSION: Special Topic: CULTURE & TRAUMA	Readings will be posted on Blackboard

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Th.	Nov, 20	Culture, Self, and Personality II. (This class is subject to change!)	Chapter 13, pp. 329-340 <ul style="list-style-type: none"> ▪ <i>Online readings:</i> Unit 11, Ch. 1 <i>Keller: "Culture and development"</i>
Tu.	Nov, 25	Culture and social behaviour	Chapter 14 <ul style="list-style-type: none"> • <i>Online readings:</i> unit 15, ch. 9 ***<i>Levine: "Measuring helping behavior across cultures"</i>
Th.	Nov, 27	Culture, identity, and intergroup relations I.	Chapter 13, pp. 341-354 Chapter 14, pp. 373-388
Tu.	Dec. 2	Identity and multicultural society: practical exercise	Movie "EAST IS EAST" Assignment: reflective paper Due: Dec, 11
Th.	Dec. 4	Culture, identity, and intergroup relations II.	Documentary "STOLEN GROUND"
Tu.	Dec. 9	Acculturation, culture shock, and intercultural communication	Chapter 9, pp. 238-247 <i>Online readings:</i> Unit 8, Ch. 7 *** <i>Bochner: "Culture shock due to contact with unfamiliar cultures"</i>
Th.	Dec. 11	Acculturation, culture shock (cont.) **General Discussion	
Tuesday	Dec, 16 (12:00-15.00)	FINAL EXAM	

NOTE: readings marked with * are mandatory**

Dates to remember:

Sept. 15 – Last day to drop a class without a grade of W or to add a class

Sept. 30 – Last day to choose audit (AU) or pass/no pass (P/NP) options

Oct. 15 – Last day to submit transfer application for Spring Semester

Oct. 30 – Last day to drop a class and receive a grade of W

Nov. 6 – Registration for Spring Semester begins

Journals:

- Journal of Cross-Cultural Psychology
- Cross-Cultural Research
- Culture and Psychology
- International Journal of Intercultural Relations
- Cultural Diversity and Ethnic Minority Psychology
- International Journal of Psychology

Some useful books:

- Berry, J.W., Poortinga, Y.H., Pandey, J., Dasen, P., Saraswathi, T.S., Segall, M., & Kagitcibasi, C. (1996). *The Handbook of Cross-Cultural Psychology*. Vol. 1-3 (2nd ed.). Boston: Allyn & Bacon.
- Brettell, C.B., & Sargent, C.F. (1997) (Eds). *Gender in cross-cultural perspective*. Upper Saddle River, NJ: Prentice Hall.
- Fishman, J.A. (1999). *Handbook of language and ethnic identity*. Oxford, UK: Oxford University Press.
- Matsumoto, D. (2001). *The Handbook of Culture and Psychology*. Oxford, UK: Oxford University Press.
- Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: Belknap Press of Harvard University Press.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- Shweder, R.A. (Ed.) (1990). *Thinking through cultures: Expeditions in cultural psychology*. Cambridge, MA: Harvard University Press

ONLINE SOURCES:

1. The SLU-Madrid library databases of electronic journals, newspapers, and reference books:

Entry procedure:

1. Go to: Main Campus Web site: www.slu.edu/libraries/pius.
2. Select “**Electronic Resources**”
3. Select and click on the database of your choice from the drop-down database list
4. Login: User name: **SLUSPAIN**
 Password: *It will be posted in library and Computer Labs.*

2. INFOTRACK College Edition: full-text articles from hundreds of journals and periodicals; *InfoWrite* with resources for writing papers:

www.infotrac-college.com

Free access for four months with the passcode in your course book.

3. Psychology online resource central

Contains web links and online resources for psychology students:

<http://www.psych-central.com/>

4. Psychwatch has compiled a comprehensive list of psychological journals from various disciplines which can be accessed online.

<http://www.psychwatch.com/journalpage.htm>

5. AmoebaWeb: web site with online tests, links to journals and other resources:

<http://www.vanguard.edu/faculty/ddegelman/amoebaweb/index.aspx>

6. The APA (American Psychological Association) online journal:

<http://www.apa.org/monitor/>

7. The Wadsworth Psychology Resource Center

<http://www.thomsonedu.com/psychology/>

8. Megalists of Psychology-Related Sites on the Web

<http://www.psyca.com/>

9. Enpsychlopedia

<http://enpsychlopedia.com/>

Using the online sources be aware that not all of them have sufficient scientific quality. Use psychology journals and other publications listed in the databases.

In the written research project FULL references and descriptions of the used web pages are required.

CLASSROOM PHILOSOPHY:

- ✓ You are required to attend each class session prepared to participate and think critically during lecture and discussion sessions.
- ✓ I trust you will be able to sustain a mutually respectful classroom atmosphere by treating all classmates as equals. Race, ethnic, gender, or other kinds of disrespect are not accepted.
- ✓ You are expected to read up on issues covered during class in the course book.
- ✓ All required assignments are to be submitted on time. All the assignments that are handed in late will be marked down by 5% a day. Excuses such as “I overslept” or “The printer wasn’t working” will not exempt you from late penalties. To justify your absence or delay with an assignment you will have to bring the doctor’s certificate and/or a note from Student life office.
- ✓ Tardiness is at best a rude disruption of your classmates who are punctual, and except for legitimate reasons (doctor’s letter certifying illness for example), you are expected to attend all class sessions.

ACADEMIC ACCOMMODATION:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about: Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor. University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic

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Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html. Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [+34 915 54 58 58](tel:+34915545858), ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

POLICY ON MAKE-UP EXAMINATIONS AND INCOMPLETE GRADES

Examinations cannot be made up unless the student provides acceptable, documented reason for missing the exam. Makeup exam requests have merit to the extent that (1) the circumstance is unavoidable, (2) the reason for missing the exam can be documented, and (3) the instructor is notified well in advance of the exam. Makeup exams will not necessarily be identical to, and may be more difficult than, the exam given in class. Early exams will not be given.

POLICY STATEMENT ON ACADEMIC INTEGRITY

The following is a statement of minimum standards for student academic integrity at Saint Louis University. The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator. Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link: http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf