



SAINT LOUIS UNIVERSITY
MADRID

SUBJ -4270 M01: Cross-Cultural Psychology
Fall 2017

Class Days and Time: MW, 14:30-15:45

Classroom: PRH-7

Prerequisite(s): None

Credit(s): 3

Instructor: César Ricardo Jayaro Briceño, PhD

Instructor's Email: cesarricardo.jayarobriceno@slu.edu

Office: SIH-319

Office Hours: M, 01:00 pm -02:00 pm

Course Description:

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 Goals and Student Learning Outcomes: At the end of the course, students will:

- Be familiar with fundamental concepts and theoretical perspectives pertinent to the study of culture and human behavior.
- Become more aware of cultural variation and how cultural factors influence human behavior.
- 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.

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.

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, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this

purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

Required Texts and Materials:

Course Book:

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

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. 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.

Attendance Policy:

- ✓ 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.

Course Requirements and Grading Rationale/System:

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 25% each one of your course grade.

Group assignments:

There will be one group 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 problematize your arguments. More information will be provided in class. This paper counts towards 15% of your grade.

Reflective paper:

Globalization 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%
B- 80%-82%

Grade Components:

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

Course Credits: 3

| | | |
|----|---------|--------------------------------|
| C+ | 73%-79% | 15% Immersion exercise & paper |
| C | 67%-72% | |
| C- | 60%-66% | |
| D | 50%-59% | |
| F | 0%-49% | |

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#) at: Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs: 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 Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Fall 2017 Course Schedule:

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 |
|------------------|---|--|
| Mon. Sept, 4 | Introduction Course overview What is Cross-Cultural Psychology? | Chapter. 1 |
| Wed. Sept, 6 | What is culture? Why is culture important? Psychological approaches to study culture | Chapter. 1, 2 |
| Mon. Sept, 11 | Culture and psychological research | Chapter. 2 <i>Home group assignment: Culture and development</i> Report Due: Oct, 4 Presentations: Oct. 4, 9, 16 |
| Wed. Sept, 13 | Culture and psychological research | Chapter. 2 |
| Mon. Sept, 18 | Enculturation and socialization across cultures | Chapter. 3 |
| Wed. Sept, 20 | Culture and development I. | Chapters. 4 + Ch. 3 on parenting styles |

| | | | |
|-------|----------|--|--|
| Mon. | Sept, 25 | Culture and development II. | Chapters. 4 + Ch. 3 on parenting styles |
| Wed.. | Sept, 27 | Culture and basic processes Part 1: perception | Chapter. 5 |
| Mon. | Oct, 2 | Culture and basic processes Part 2: cognition | Chapter. 5 *Immersion assignment <i>Due: Nov, 15</i> |
| Wed. | Oct, 4 | Class presentations 1 Culture and Development | *Report due (culture and development) |
| Mon. | Oct, 9 | Class presentations 2 Culture and Development | |
| Wed. | Oct.11 | MIDTERM EXAM | |
| Mon. | Oct, 16 | Class presentations 3 Culture and Development | <i>Sunday, Sept. 17. Last Day to Drop a Class Without a Grade of W and /or Add a Class, choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options</i> |
| Wed. | Oct, 18 | Culture and language | Chapter 9 |
| Mon. | Oct, 23 | Culture and Creativity | Chapter 7 |
| Wed. | Oct, 25 | Culture and Health | Chapter 7 |
| Mon. | Oct, 30 | Open-ended class STUDENTS' IDEAS (movies, anything of interest) | <i>October 30: Last Day to Drop a Class and Receive the Grade of W.</i> |

| | | | |
|------|----------------------------------|---|--|
| Mon. | Nov, 6 | DISCUSSION: Special topic: Gender and Culture | |
| Wed. | Nov, 8 | Culture, abnormal behaviour, and its treatment I | Chapters 11 & 12 |
| Mon. | Nov, 13 | Culture, abnormal behaviour, and its treatment II | Chapters 11 & 12 |
| Wed. | Nov, 15 | DISCUSSION: Special Topic: Personality and culture | Chapters 10 **Immersion paper due** |
| Mon | Nov, 20 | Culture and social behaviour I | Chapter. 14 |
| Wed. | Nov, 22 | Culture and social behaviour II | Chapter. 14 |
| Mon. | Nov, 27 | Movie "EAST IS EAST" | Assignment: reflective paper Due: Dec, 14 |
| Wed. | Nov, 29 | Culture, identity, and intergroup relations I. | Chapters 13 & 14 |
| Mon. | Dec. 4 | Culture, identity, and intergroup relations II. | Documentary "STOLEN GROUND" |
| Mon. | Dec. 11 | Acculturation, culture shock General Discussion | Ch. 9 |
| Wed. | Dec. 13 | Review | |
| Th. | Dec, 14 (3:30 p.m - 6:30 p.m) | FINAL EXAM | *Reflective paper due! |

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 cours 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.