Voyage: Spring 2014
Discipline: Psychology
SEMS 3500-109: Cross-cultural Psychology
Upper Division
Faculty Name: Peg Barratt

Pre-requisites:

COURSE DESCRIPTION:

Comparisons of human thought and behavior across cultures provide a natural experiment in the relative influence of culture and other factors on the behavior of individuals and families. This course will examine cultural differences and similarities in basic psychological constructs such as attachment in the family, socialization of gender roles, identity development, individualism and collectivism, and emotional expressiveness. This course will draw upon ideas from anthropology, sociology, biology, and geography to examine ways that thought and behavior vary across cultures as well as the etiology and consequences of this variation. The focus will be on thinking critically and respectfully about the readings and our encounters with communities around the world from the perspective of cross-cultural psychology. Also included will be a focus on acculturation and biculturalism.

COURSE OBJECTIVES:

Learning Goals
At the end of this course, and a year later, students should:

1) Understand and describe from a cross-cultural psychology perspective: social perceptions, social influences, and social relations.

Learning activities:
Read text
Attend explanatory lectures

Assessment (20%)
Factual unit exams

2) Apply cross-cultural psychology by thinking critically about theory and research in the areas of human behaviors and mental processes.

Learning activities:
Read text
Rich learning experiences in class: debate, simulating psychological experiments, small group problem solving, case studies, role play, discussions, dramatization, planning an intervention, etc.
Field lab

Assessment (30%)
Unit exams with (a) critical thinking, (b) theory, (c) research
Class discussion

3) Make connections between the theory, research literature, and perspectives in this course and the international information and experiences during Semester at Sea. How does culture affect behavior?

Learning activities:
Read text
Situational observations on shore
Informal conversations on shore
Rich learning experiences in class
Field lab

Assessment (20%)
Short papers with each unit including (a) critical thinking, (b) theory, (c) research
Class discussion

4) Understand their own selves and their own social interactions from a cross-cultural psychology perspective.

Learning activities:
Read text
Experiences on shore
Field lab

Assessment (20%)
Three journal reflections linking self and course content

5) Develop an empathy that understands, values, and respects a variety of perspectives. Focus on cultural diversity and intercultural relations.

Learning activities:
Entire course

Assessment (5%)
Reflected in written and oral work

6) Learn how to study written material, participate in learning activities, and use these in thoughtful writing and discussion.

Learning activities:
Field lab
Rich learning experiences
Feedback on assignments

Assessment (5%)
Two journal reflections on learning (early and late in the course)

REQUIRED TEXTBOOKS:

AUTHOR: David Matsumoto, Linda Juang
TITLE: Culture & Psychology
PUBLISHER: Wadsworth
DATE/EDITION: 2013/fifth edition

TOPICAL OUTLINE OF COURSE

Unit One

A1- January 16: Chapter One: (1 – 34)
   An introduction to Culture and Psychology
      Cultural psychology – Psychology with a cultural difference
      What is culture?
      The contents of culture
      How does culture influence human behaviors and mental processes?

A2- January 18: Chapter Two: (35 – 60)
   Cross-cultural research methods
      Types of cross-cultural research
      Types of cross-cultural comparisons
      Designing cross-cultural comparative research
      Bias and equivalence

Assignments due: Journal reflection on cross-cultural psychology theory and methods (up to one page): How will this help me understand myself?

January 20-21: Hilo

A3- January 22: Chapter Three: (62 – 89)
   Enculturation
      Humans engage in cultural learning
      Enculturation and socialization
      Culture, parenting, and families
      Culture and peers
      Culture and education
A4- **January 24**: Chapter Four: (90 – 116)
   - Culture and developmental process
     - Culture and temperament
     - Culture and attachment
     - Temperament and attachment: A summary
     - Cognitive development
     - Moral reasoning
     - Other developmental processes

**January 24 Assignments due:** Journal reflection on learning: What am I learning? What is the value of what I am learning? How am I learning? What else do I need to learn? (up to one page)

A5- **January 28**: Chapter Five: (117 – 151)
   - Culture and cognition
     - Culture and cognition
     - Culture, attention, sensation, and perception
     - Culture and thinking
     - Culture and consciousness
     - Culture and intelligence
     - Conclusion
     - Exploration and discovery

A6- **January 30**: Exam Unit One: Factual and essay
Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question from chapters 1 – 5. Answer must evidence (a) critical thinking, (b) cross-cultural psychology, (c) cross-cultural psychology research and (d) class and field experiences. 60 minute exam, 75 minutes allowed.

February 1-5: Yokohama, Transit, Kobe

**Unit Two**

A7- **February 6**: Chapter Six: (153 – 178)
   - Culture and gender
     - Sex and gender
     - Gender differences across cultures
     - Culture, gender roles, and stereotypes
     - Changing cultures, changing gender roles

**February 7 (day after class) Assignments Due:** Short paper linking cross-cultural psychology (enculturation, development, cognition, gender) to your experiences in Mexico, Hawaii and Japan. Include (a) critical thinking, (b) cross-cultural psychology theory, and (c) cross cultural psychology research (up to two pages).

February 8-13: Shanghai, Transit, Hong Kong
A8- February 14: Chapter Seven: (179 – 190)
  Culture and health
  Cultural differences in the definition of health
  Three indicators of health world wide
  Genetic influences on physical health and disease
  Psychosocial influences on physical health and disease

A9- February 16: Chapter Seven (continued): (191 – 205)
  Culture and health
  Sociocultural influences on physical health and disease
  Differences in health care and medical delivery systems
  A model of cultural influences on physical health: Putting it all together

February 17-22: Ho Chi Minh City

A10- February 24: Chapter Eight: (206 – 233)
  Culture and emotion
  The evolution of human emotion
  The biological bases of emotion – basic emotions
  Cultural regulation of the basic emotion system
  The cultural construction of emotional experience
  The cultural construction of concepts, attitudes, values, and beliefs about emotion

February 25-26: Singapore

A11- February 28: Chapter Nine: (234 – 263)
  Culture, Language, and Communication
  The co-evolution of language and human culture
  Cultural influences on verbal language
  Cultural influences on nonverbal communication
  Bilingualism and culture

February 28 Assignments Due: Journal reflection on cross-cultural psychology: How has this material so far helped me to understand myself? (up to one page)

March 2-6: Rangoon

A12- March 7: Chapter Ten: (264 – 286)
  Culture and personality
  Defining personality
  Cross-cultural studies on personality traits: the five-factor model
  Cross-cultural studies on other dimensions of personality
  Indigenous personalities and a cultural perspective on identities
  Integrating universal and culture-specific understanding of personality
A13- March 10: Exam Unit Two
Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question in cross-cultural psychology. Answer must evidence (a) critical thinking, (b) cross-cultural psychology theory, (c) cross-cultural psychology research and (d) field and class experiences. 60 minute exam, 75 minutes allowed.

March 11-16: Cochin

Unit Three

A14- March 18: Chapter Eleven: (287 – 305)
Culture and psychology disorders
Defining abnormality: Some core issues
Culture and the categorization and assessment of psychological disorders
Cross-cultural research on psychological disorders

A15- March 21: Chapter Eleven (continued): (305 – 317)
Culture and psychology disorders
Culture-bound syndromes
Mental health of ethnic minorities, migrants, and refugees

March 23: Port Louis

A16- March 24: Chapter Twelve: (318 – 341)
Culture and psychotherapy as treatment for psychological disorders
Culture and psychotherapy
Receiving treatment and barriers to treatment
Treatment issues
Culturally competent services
Indigenous healing
A Community approach to treatment

March 24 Assignment Due: Short paper linking cross-cultural psychology (health, emotion, communication personality) to your experiences in Shanghai, Hong Kong, Ho Chi Minh City, Singapore, Rangoon, Cochin, Port Louis. Include (a) critical thinking, (b) social psychology theory, (c) social psychology research. (up to two pages)

A17- March 27: Chapter Thirteen: (342 – 356)
Culture, self, and identity
Culture and self
Culture, self-esteem, and self-enhancement

A18- March 29: Chapter Thirteen (continued): (357 – 365)
Culture, self, and identity
Culture and identity
Culture and attributions

March 29 Assignment Due: Journal reflection on cross-cultural psychology: How has this material helped me understand myself? (up to one page)

March 30 Field Lab, Cape Town

March 30-April 4: Cape Town

A19- April 6: Chapter Fourteen: (366 – 376)
Culture and social behavior
   Culture and person perception
   Love, sex, and marriage across culture

Discussion of Field Lab experience

A20- April 9: Chapter Fourteen (continued): (377 – 400)
Culture and social behavior
   Culture and conformity, compliance, and obedience
   Culture and cooperation
   Culture and intergroup relations
   Culture and aggression
   Acculturation

April 9 Assignment Due: Short paper linking cross-cultural psychology (disorders, treatment, self and identity, social behavior) to your experiences in Cape Town, including the Field Lab. Include (a) critical thinking, (b) cross-cultural psychology theory, (c) cross-cultural psychology research. (up to two pages)

April 11-15: Tema

A21- April 16: Chapter Fifteen: (402 – 422)
Culture and organizations
   Cultural differences in work-related values: Hofstede’s Cultural Dimensions
   Organizational culture and organizational climate
   Culture and attitudes about work and organizations
   Culture, motivation, and productivity
   Culture, leadership, and management styles

A22- April 19: Chapter Fifteen (continued): (423 – 438)
Culture and organizations
   Culture and decision-making processes
   Culture and negotiation
   Intercultural issues regarding business and work
Culture and sexual harassment

April 19 Assignment Due: Journal reflection on learning: What am I learning? What did I learn from the Field Lab? What is the value of what I am learning? How am I learning? What else do I need to learn? (up to one page)

A23 - April 22: A Day Finals: Unit Three Exam
Half of the exam is short answer questions reflecting factual understanding; half of the exam is one essay applying theory and research to a significant question in cross-cultural psychology. Answer must evidence (a) critical thinking, (b) cross-cultural psychology theory, (c) cross-cultural psychology research, (d) field and class experiences, and (e) Field Lab. 60 minute exam, 75 minutes allowed.

April 23-26: Casablanca

April 30: Arrive in Barcelona

FIELD LAB
Field Lab will present students with opportunities for in-depth discussion with their counterparts in another culture. Questions will be accumulated in class related to cross-cultural contexts for utilization in small group conversations on a campus setting and informal conversations in the context of collective a visit to a cultural or natural site with our host students.

Field Lab objectives:
1. Apply cross-cultural psychology by thinking critically about theory and research in a person-to-person context
2. Make person to person connections
3. Learn about culture and psychology in the context of a South African township

Person-to-person connections with university undergraduate students to share ideas and experiences. Small group excursions to sites of daily life, culture, or nature. This provides a chance for informal conversations. Specific questions will be developed in class for use in the field lab.

9:00 Depart from ship by bus to university.
10:00 – 12:00 Small group discussions with university students
12:00 – 1:00 Lunch with university student hosts in university cafeteria.
1:00 – 3:00 Bus or walk to nearby park or cultural site with university student hosts; visit site in small groups.
3:00 – 4:00 Debrief in large group with university student hosts.
4:00 – 5:00 Return to ship by bus.

Field lab will be a significant part of April 22 essay exam (10%), short paper April 9 (7%), journal reflection April 19 (7%), and class discussion April 6.
METHODS OF EVALUATION / GRADING RUBRIC

Methods of Evaluating: Only the materials of the book and class will be necessary. All evaluations are developmental, allowing for learning and improvement over the semester.

20% Factual exam questions for units 1, 2, 3

30% Essay exams for units 1, 2, 3
Successful exams will integrate (a) critical thinking, (b) cross-cultural psychology theory, (c) cross-cultural psychology research, and (d) class experiences. These skills will also be reflected in class. The essay for unit 3 reflects the Field Lab.

20% Short papers for units 1, 2, 3 that make the connection between material of the course and experiences during Semester at Sea. Successful papers will integrate (a) critical thinking, (b) psychological theory, (c) cross-cultural psychology research, and (d) Semester at Sea international experiences. These skills will also be reflected in class. The short paper for unit 3 reflects the Field Lab.

20% Journal reflections linking self and course content, units 1, 2, 3
Successful reflections will include significant course material with personal reflection. The journal reflection for unit 3 reflects the Field Lab.

5% Respectful and empathetic reflections throughout the course

5% Journal reflections on learning, one at the start of the course, one at the end of the course

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<th>Goal</th>
<th>Learning Activities</th>
<th>Assessment</th>
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<td>1 (20%)</td>
<td>Understand and describe</td>
<td>Read text</td>
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<td>Explanatory lectures</td>
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<td>2 (30%)</td>
<td>Apply theory and research</td>
<td>Read text</td>
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<td>Rich learning experiences</td>
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<td>3 (20%)</td>
<td>Link to international experiences</td>
<td>Read texts</td>
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<td>Situational observations on shore</td>
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<td>4 (20%)</td>
<td>Understand self</td>
<td>Read text</td>
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<td>Experiences on shore</td>
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<td>Class discussions</td>
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<td>5 (5%)</td>
<td>Empathy, respect</td>
<td>Ongoing small group</td>
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<td>6 (5%)</td>
<td><strong>Learn to study, write, speak</strong></td>
<td><strong>Class discussion and rich learning experiences</strong></td>
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<td>● Feedback on assignments</td>
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**HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”