

## SEMESTER AT SEA COURSE SYLLABUS

**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

ISBN #: 13:978-1-111-34493-1

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

	Goal	Learning Activities	Assessment
1 (20%)	Understand and describe	<ul style="list-style-type: none"> <li>• Read text</li> <li>• Explanatory lectures</li> </ul>	Factual exam questions
2 (30%)	Apply theory and research	<ul style="list-style-type: none"> <li>• Read text</li> <li>• Rich learning experiences</li> <li>• Field lab</li> </ul>	Essay exam questions with (a) Critical thinking (b) Theory and (c) Research Class discussion
3 (20%)	Link to international experiences	<ul style="list-style-type: none"> <li>• Read texts</li> <li>• Rich learning experiences</li> <li>• Field lab</li> <li>• Situational observations on shore</li> <li>• Conversations on shore</li> </ul>	Short papers following time ashore with (a) Critical thinking (b) Theory and (c) Research Class discussion
4 (20%)	Understand self	<ul style="list-style-type: none"> <li>• Read text</li> <li>• Experiences on shore</li> <li>• Field lab</li> <li>• Class discussions</li> </ul>	Journal reflection on content; self
5 (5%)	Empathy, respect	<ul style="list-style-type: none"> <li>• Ongoing small group</li> </ul>	Reflected in written and oral work

6 (5%)	Learn to study, write, speak	<ul style="list-style-type: none"> <li>• Class discussion and rich learning experiences</li> <li>• Feedback on assignments</li> </ul>	Journal reflections on learning Oral and written skill
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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]."