

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2014

Discipline: Psychology

PSYC 3500-501 and 502: Cross-Cultural Psychology (Sections 1 and 2)

Division: Upper

Faculty Name: Ricki E. Kantrowitz, Ph.D.

Pre-requisites: Introduction to Psychology

COURSE DESCRIPTION: This course is designed to increase students' awareness of and sensitivity to issues pertaining to diversity and difference in the field of psychology. Students will learn more about their own cultural heritage as well as the multicultural nature of the world. They will learn how attitudes, beliefs, and biases can affect our understanding of and our interactions with other people. Topics will include: cross-cultural research; universality or cultural specificity of psychology principles; definitions of self; family relationships; gender differences; verbal and nonverbal communication; expression of emotion; prejudice and oppression; healing and health; and abnormal psychology. Multicultural approaches to health care delivery and counseling will be discussed. Observations during time in ports will provide opportunities to apply concepts discussed in class.

COURSE OBJECTIVES:

1. To demonstrate that psychology as a discipline needs to incorporate contextual and sociocultural factors.
2. To understand the challenges in conducting cross-cultural research; to recognize ethnocentric bias in traditional psychological theory and research
3. To apply cross-cultural research methods to develop questions to be investigated through observations and interviews during port of call visits.
4. To increase students' awareness of the range of patterns of behavior, thought, and emotion in individuals and cultures.
5. to demonstrate that individuals from different social and cultural backgrounds can be better understood and helped if medical and mental health workers are culturally knowledgeable and sensitive.
6. To apply concepts of the course to help students better understand themselves, their own cultures, and the cultures they have visited this semester.

REQUIRED TEXTBOOKS

AUTHOR: Eric B. Shiraev and David A. Levy

TITLE: Cross-Cultural Psychology: Critical Thinking and Contemporary Applications

PUBLISHER: Pearson
ISBN #: 978-0-205-25323-4
DATE/EDITION: 2013/5th edition

AUTHOR: Anne Fadiman
TITLE: The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures
PUBLISHER: Farrar, Straus and Giroux
ISBN #: 978-0374533403
DATE/EDITION: 2012

TOPICAL OUTLINE OF COURSE

Depart Southampton- August 23:

A1- August 25: Introduction to Course, Course Requirements and Field Lab

What is Cross-Cultural Psychology? Why should psychologists study culture? Where does culture come from?

In-class discussion of students' cultural background and the relevance of this course to their lives.

CCP Chapter 1

A2-August 27: Discussion of Terminology, Ethnocentrism, and the challenges involved in observing during port visits. Theoretical Models used to explain cultural differences will be reviewed.

St. Petersburg: August 29- September 2

A3- September 3: Review of Theoretical Models/Cross-Cultural Research

What are common research methods used in cross-cultural studies? What are challenges in conducting and interpreting such research?

CCP Chapter 2

A4- September 5: Cross-Cultural Research: Discussion of types of bias, including Method Bias Measurement Bias, Response Bias and Interpretational Bias; the concept of Equivalence.

What kinds of questions would you ask in conducting cross-cultural research? How does one make sense of evidence?

Cultural Heritage Paper Due (see Assignments below)

Hamburg: September 7-11

A5- September 12: Critical Thinking in Cross-Cultural Psychology, including biases and errors in thinking, attitudes and values involved in word choices, and biases involved in categorizing

Why is it easy to make thinking errors? Why do people often rush to make judgments? What is a fundamental attribution error? Apply to your experiences in the two ports of call.

CCP Chapter 3

Antwerp: September 14-16

Le Havre: September 17-19

A6-September 20: Sensation and Perception: Basic Principles

What variations are there in how people perceive pictures and color? Are senses affected by cultural influences? Attention? Have you eaten anything in port that is very different and unpleasant for you? Have you eaten anything that is different and pleasant?

CCP Chapter 4 (88-103)

A7- September 22: Consciousness and Altered States

How do levels of pain vary? What about perceptions of time? How are dreams interpreted in different cultures? When/where are trance states and beliefs of possession accepted? What are shamans and indigenous healers?

CCP Chapter 4 (104-114)

Begin reading *The Spirit Catches You*

Dublin: September 24-27

A8- September 28: Intelligence

How is intelligence defined and measured in the U.S.? In other cultures? Discuss controversies re: ethnic groups and IQ scores in the U.S. What factors impact IQ scores? Discuss issues of social justice and moral values re: intelligence.

CCP Chapter 5

The Spirit Catches You

A9- September 30: Test 1 Chapters 1-5

Lisbon: October 1-2

In transit: October 3

Cadiz: October 4-5

A10- October 7: Emotion: Similarities and Differences in Emotional Experience and Expression Across Cultures.

How do biological and cultural factors interact in development and regulation of emotions? Are emotions universal? Are there different categories of emotions? Are emotions expressed differently? What display rules have students noticed in the ports of call? Where are emotions located?

CCP Chapter 6

Casablanca: October 8-11

A11-October 13: Motivation and Behavior: Review of theories and discussion of such topics as eating issues (such as Eating Disorders, Fattening Rooms, and women eating last in many cultures), Achievement Motivation, and Aggressive Motivation, Gender issues

CCP Chapter 7

A12- October 15: Motivation and Behavior

Culture and Sexuality, Sexual variations, Sex and sexuality

Dakar: October 16-19

A13- October 21: Human Development and Socialization

Development Theorists, Parenting and Stages of Development

How are families different? What is similar and different in parenting styles? How does cultural upbringing impact parenting? What is temperament?

CCP Chapter 8

A14- October 23: Treatment of Children, Women, and the Elderly

Takoradi: October 25-26

Tema: October 27-28

A15- October 29: Psychological Disorders, Cultural Variation in Psychopathology

Are diagnostic methods sensitive to cultural variation? Is research on psychological disorders sensitive to cultural variation?

CCP Chapter 9

A16- October 31: Culture and Suicide/Culture and Substance Abuse

Assorted readings including:

Phillips, M. & Chong, H. The changing global face of suicide. *The Lancet*, 379, (9834), pp. 2318 - 2319, 23 June 2012 doi:10.1016/S0140-6736(12)60913-1

Devries et al., Violence against women is strongly associated with suicide attempts: Evidence from the WHO multi-country study on women's health and domestic violence against women, *Social Science & Medicine*, 73 (2011) 79-86.

Study Day: November 2

A17-November 3: Bias in Diagnosis, Perceptions of Treatment

Challenges in Using Interpreters in Therapy Sessions, Psychotherapy, Indigenous Healers, Stigma, Trauma Services How would you design a culturally competence and culturally sensitive

treatment facility? How do cultural factors influence the understanding, experience, expression, and treatment of health and mental health issues. What is a culturally sensitive helper?

A18- November 5: Test 2 Chapters 6-9 and *The Spirit Catches You*

Rio de Janeiro: November 7-9

In-transit: November 10-11

Salvador: November 12-14

A19- November 15: Social Perception and Social Cognition

Stereotypes, Gender Roles, Oppression, Locus-of Control issues

CCP Chapter 10

A20- November 17: Social Interaction: Direct contact and body language, gestures, eye contact, interpersonal space and touch. Cooperation and Competition, Conformity

What differences have you noticed in nonverbal communication and use of words in different parts?

CCP Chapter 11

Study Day: November 19

A21-November 20: Applied Cross-Cultural Psychology: Health, Health Professionals and Workers; Refugees, Immigrants and Migrants; Business, Culture, Behavior and the Law, Human Rights, Working Abroad

How is health defined? Comparison of Parts of Call on global indicators of health, such as life expectancy, infant and maternal mortality and subjective well-being. What is meant by health disparities? How is health care provided?

What is acculturation? What is culture shock?

CCP Chapter 12

The Spirit Catches You and You Fall Down Paper Due

Bridgetown: November 22-24

A22-November 25: Student Presentations of Field Observations

A23- November 27: Student Presentations of Field Observations

Wrap-Up of the Course, What will you be bringing home?

Havana: November 29- December 2:

Study Day- December 3

A24-December 4 (A Day Finals): Final Exam

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

FIELD LAB The first required component of the field lab is on the first day in St. Petersburg (or the first day in Ghana). We will have a lecture on the ship by a local psychologist/psychiatrist/or mental health worker. We will interact with students at the local university and discussion traditions/customs, popular past times, educational philosophy and other topics. Making people to people connections will be useful in understanding cultural differences and similarities. In the afternoon we will tour local NGOs working with on health, mental health, or human rights issues or cultural sites chosen by our host students. You will record your impressions in your Field Lab Reaction Paper.

FIELD ASSIGNMENTS

Students will complete exercises discussed in class (such as about clocks and appointments, pace and lateness; space and personal space, touching, eye contact, conversational distance, seating, social rules and groups, gender role behavior, territory and class/privacy, cleanliness) in at least 4 countries and will present these findings in class. In addition, students will complete an in-depth interview with one person in port.

METHODS OF EVALUATION / GRADING RUBRIC

Three tests will be given during the voyage. They will be based on the textbook and lecture material; each exam will count 15% of your grade. **45%**

An interview and written and oral reports based on your field lab, field observations, and independent activities in port. Further details will be provided in a handout in class
30%

A short paper describing your own cultural heritage. **10%**

Prepare a short (3-4 pages) paper discussing your own cultural heritage and its impact on you. What generation in the United States (or country where you reside) do you represent? How, why and from where did your ancestors arrive in the United States (or country where you reside)? Did they have any difficulty adjusting? What values, behaviors, and expectations have people in your group developed over time? How has your cultural background affected your development today, both in terms of your strengths and your limitations?

Are there traditional names passed from generation to generation? How are previous generations remembered? What stories have come down to you about grandparents, great-grandparents? Are there favorite sayings or superstitions in your family? Is there an explanation for them? Are there family traditions and celebrations? Special foods you eat at these celebrations? Are they linked to your cultural heritage?

What are family and cultural attitudes toward such topics as education, work, religion, resolving conflict, marriage and family, gender roles and sexuality, children, the elderly, use of alcohol?

How did your perceptions of other groups develop? When did you first realize that you were different from some of the other people around you (for example your color, social status, background, gender)? What beliefs do your family members hold about different ethnic groups? How were these views passed down to you? Do you accept these beliefs? Resources, such as Ethnicity and Family Therapy will be on reserve in the library to help with this assignment.

Paper on *The Spirit Catches You and You Fall Down* 10%

Attendance and participation. 5%

RESERVE LIBRARY LIST

AUTHOR: McGoldrick, M., Giordano, J. & Garcia-Preto, N,

TITLE: Ethnicity and Family Therapy

PUBLISHER: Guilford

ISBN #: 978-1593850203

DATE/EDITION: 2005 (3rd edition) but any and all are fine since they are different

AUTHOR: Okun, B., Fried, J., & Okun, M. (1999)

TITLE: Understanding Diversity

PUBLISHER: Brooks/Cole

ISBN #:

DATE/EDITION 1999

AUTHOR: Matsumoto, D. & Juang, L.

TITLE: Culture & Psychology

PUBLISHER: Wadsworth

ISBN #: 1111344930

DATE/EDITION 2012/5th ed.

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]."