COURSE DESCRIPTION:

Comparisons of human thought and behavior across cultures provides 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 critically thinking about the material and engaging respectfully in an ongoing conversation as the multicultural community of students emerges over the semester and in the focused explorations around the world. 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 the similarities and differences in the psychologies of people from different cultures.

2) Apply cross-cultural psychology by thinking critically about theory and research in all aspects of the many different ways to be human.

3) Make connections between the theory, research literature, and perspectives in this course and the country-specific observations.

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

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

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

TOPICAL OUTLINE OF COURSE

Unit One: Foundations

A1- Sept. 15 Introduction to Cultural Psychology
A2- Sept. 17 Chapter 1, Introduction
A3- Sept. 19 Chapter 2, Culture and Human Nature

⇒ A3 first paper due – assignment given in class

Italy
A4- Sept. 27 Chapter 3, Cultural Evolution to page 84
A5- Sept. 29 Chapter 3, Cultural Evolution 85-109

Turkey
A6- Oct. 7 Chapter 4, Methods for Studying Culture and Psychology

⇒ A6 second paper due – assignment given in class

Greece
A7- EXAM Chapters 1, 2, 3 and 4

Unit Two: Social and Cognitive Worlds

A8- Oct. 17 Chapter 5, Development and Socialization

Spain
A9- Oct 25 Chapter 6, Self and Personality 194-215
Morocco

A10 Nov. 2 Chapter 6, Self and Personality, 215-238

⇒ A10 third paper due – assignment given in class

A11 Nov. 4 Chapter 7, Motivation

Study day

A12 Nov. 7 Chapter 8, Cognition and Perception 285-312

⇒ A12 fourth paper due – assignment given in class

A13 Nov. 9 Chapter 8, Cognition and Perception 312-338

A14 Nov. 11 Chapter 9, Interpersonal Attraction, Close Relationships, and Groups

Brazil – Field Lab

A15 Nov. 19 Field Lab Discussion

A16 EXAM Chapters 5,6,7,8, and 9

Study day

Unit Three: Multiculturalism, Health, and Morality

A 17 Nov. 24 Chapter 10, Living in Multicultural Worlds 383-405

A18 Nov. 26 Chapter 10, Living in Multicultural Worlds 405-422

⇒ A18 fifth paper due – assignment given in class

Trinidad

A19 Nov. 30 Chapter 11, Physical Health

Study day

A20 Dec. 3 Chapter 12, Mental Health

⇒ A20 sixth paper due – assignment given in class
A21 Dec. 5 Chapter 13, Morality, Religion, and Justice

Costa Rica

A22 Dec. 13 Chapter 14, Emotions

A 23 Dec. 15 EXAM Chapters 10 to 14

A24 Dec. 18 Mandatory wrap-up

FIELD LAB and Field Experiences

Students will have the opportunity for in-depth discussions with young people from Brazil. Questions will be accumulated in class related to cross-cultural contexts, and these questions will guide one-on-one and small group discussion. The settings for these conversations will include on-campus and informal off-campus settings. Conversations will address the set of topics for the full semester: Social and cognitive worlds, multiculturalism, health, and morality. Students will be prepared to open and examine their own lives as they explore the lives of young people in Brazil.

Academic Objectives for the field lab:

1. Apply cross-cultural psychology by thinking critically about theory and research in a person-to-person context.
2. Make person-to-person connections with young people in Brazil
3. Learn about culture and psychology in the context of Brazil

1000 Depart ship (earliest start time for Day 1 as there will be the diplomatic briefing upon arrival and sometimes there are issues with immigration and clearance of the ship.)

1100 Welcome and orientation
1300 Lunch with university student hosts in university cafeteria

1400 Walk (or bus) to nearby cultural or natural site with university students. Explore in small groups for informal conversation

1600 Debrief in large group with university student hosts

1700 Return to ship 1800 Arrive ship

Field lab will be a significant part of the March 18 essay exam (10%), the short paper March 7 (7%), and class discussion Feb. 25 and April 5

METHODS OF EVALUATION: Only the materials of the books and class will be necessary. All evaluations are developmental, allowing for learning and improvement over the semester.
300 points 3 exams at 100 points. Half of the exam is short answer questions reflecting factual understanding; half of the exam is two short essays applying theory and research to a significant question from cross-cultural psychology. Answer must evidence (a) cross-cultural content and theory, (b) cross-cultural research, (c) critical thinking (d) field and class experiences. 60 minute exam, 75 minutes allowed.

120 points 6 one-page papers at 20 points. Successful papers will integrate (a) cross-cultural content and theory, (b) cross-cultural research, (c) critical thinking and (d) Semester at Sea international experiences.

100 points Field lab. One-page set of specific questions in advance, 2 page report on the conversations, with links to the material of the course. Significant participation in field lab and class discussion.

40 points Attendance and quizzes

For the total of 560 points: 90-100% A, 80-89% B, 70-79% C, 60-69% D, below 60 F Grades will be no lower than this; I will also allow for improvement and may give grades slightly higher than this.

GRADING RUBRIC FOR ONE-PAGE PAPERS

Specific assignments will be given in class and made available in the Powerpoints.

Note: Papers are to be done independently, not in collaboration with others, and used only for this course. You may NOT use quotations; ideas from the text must be cited as (Heine, 2012, p. xx).

Papers must be submitted electronically by 9:30 am on due dates (before class).

Grading rubric for one-page papers (double spaced) – papers may extend no more than a couple of sentences onto an additional page.

A (19-21) Exceeds expectations. Demonstrates sophisticated ability to apply relevant material from the text and class with strong evidence of critical thinking (analysis, evaluation, synthesis, interpretation). Includes specific reference to specific material from the text and class, cited as (Heine, 2012, p. xx). Well-organized and logical presentation; writing is strong and clear. (20 is full credit, 21 is reserved for an occasional exceptional paper)

B (17-18) Meets expectations. Demonstrates good ability to apply relevant material from the text and class, with some evidence of critical thinking (analysis, evaluation, synthesis, interpretation). Includes some reference to material from the text and class, cited as (Heine, 2012, p. xx). The presentation is more or less well-organized and logically presented; writing is straight forward with minimal awkwardness.

C (15-16) Marginal. Demonstrates limited ability to apply relevant material from the text and class, with limited evidence of critical thinking (analysis, evaluation, synthesis,
interpretation). There may be inaccuracies, superficial thinking and failure to include relevant ideas from the course. Poor organization and poor logical thinking stand in the way of the argument; the writing stands in the way of the expression of the ideas. Paper is late. 

**D or F (14 and below) Below expectations.** Demonstrates little ability to apply relevant material from the text and class and little evidence of critical thinking (analysis, evaluation, synthesis, interpretation). There may be significant inaccuracies, superficial thinking, and failure to include relevant ideas from the course. Poor organization, poor logical thinking or poor writing stand in the way of the argument. Paper is significantly late.

**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 (exams and papers) 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].”

**OTHER ACADEMIC AND SUPPORT SERVICES** are available just as on your home campus.