

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	Psychology
Course Number and Title:	PSY 320 Abnormal Psychology
Division:	Upper
Faculty Name:	Erin M. Davis, PhD, HSPP
Semester Credit Hours:	3

Meeting: B day, 1410-1530 (2:10 p.m. – 3:30 p.m.) in the Kino Theater

Prerequisites: One (1) general psychology course

COURSE DESCRIPTION

Have you ever suspected that your friend has an eating disorder, wondered if that homeless person on the street is schizophrenic, or speculated that your aunt has OCD? Have you considered why a behavior that is normal in one culture might be considered a disorder in another culture? If so, you have thought about abnormal psychology.

Abnormal psychology examines the nature, causes, and treatment of different psychological disorders. This includes, but is not limited to: anxiety disorders, mood disorders, trauma-related problems, psychotic disorders, personality disorders, somatic symptom disorders, dissociative disorders, developmental disorders, and cultural syndromes.

This class will discuss mental health issues, including how culture and social institutions influence the definition and treatment of human distress. We will consider how mental health diagnoses are associated with social identities related to gender, race/ethnicity, social class and status, and sexual orientation, and how mental health problems are related to discrimination, violence, and social injustice. Students will be encouraged to consider the role of stigma in mental illness. We will also take a critical look at the current diagnostic systems for conceptualizing problems around the world.

LEARNING OBJECTIVES

1. Demonstrate knowledge of the symptoms associated with major categories of abnormal behavior;
2. Demonstrate knowledge of the underlying causes, associated symptoms, and treatment of abnormal behavior, and make comparisons of these across cultures;
3. Identify and describe the major theories related to abnormal behavior, including historical development, relevant research findings, similarities and differences among them, and their relative strengths and weaknesses;
4. Demonstrate awareness of the criteria for differentiation between abnormality and normality, and cultural influences in these definitions;

5. Discuss cultural factors that influence experience, expression, diagnosis, and treatment of abnormal behavior;
6. Demonstrate enhanced critical thinking skills, especially with respect to the interpretation and application of theory and research in abnormal behavior across cultures.

REQUIRED TEXTBOOKS

AUTHORS: Sue, D., Sue, D. W., Sue, D. M., & Sue, S.
TITLE: Essentials of Understanding Abnormal Behavior
PUBLISHER: Cengage Learning
ISBN-13: 9781305854703 (e-textbook)
DATE/EDITION: 2017, 3rd Edition

AUTHOR: Watters, E.
TITLE: Crazy Like Us: The Globalization of the American Psyche
PUBLISHER: Free Press
ISBN #: 978-1465-8709-5 (chose Kindle or ebook edition)
DATE/EDITION: 2011

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico – January 4

B1–January 7: Introduction to the Course: What is Abnormal Psychology? (Sue, Ch. 1)

Introduction of the professor and students and a review of the syllabus, including course learning objectives, course requirements, readings, field assignments, and the field class. Brief overview of the field of Abnormal Psychology.

B2–January 9: Abnormal Psychology: Cultural, Historical, and Contemporary Perspectives (Sue, Ch. 2; Watters, Introduction)

Definitions of mental health versus mental illness and how these have varied throughout history and across cultures.

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63, 602-614.

Spinney, L. (2010, November 13). Who's the oddball? *New Scientist*, 42-45

B3–January 11: Understanding and Treating Mental Disorders: The Biopsychosocial Model (Sue, Ch 3)

Examination of the DSM 5 diagnostic system, the ICD-10, and other international classification systems. Discussion of how culture is addressed in these systems and how

culture influences diagnosis. Description of traditional methods of scientific inquiry in the field of psychology and the appropriateness of these methods when studying cultural phenomena. Includes additional research methods used in cross-cultural research.

Hofstede, Geert. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). (pp. 9-16)

Wylie, M. S. (2014). The book we love to hate: Why DSM-5 makes nobody happy. *Psychotherapy Networker*, 38(2), 28-35.

Honolulu, Hawaii, USA – January 12

B4–January 15: Anxiety, Obsessive-Compulsive, and Related Disorders (Sue, Ch. 4)

Discussion of anxiety disorders, including phobias, Generalized Anxiety Disorder, and Panic Disorder. Also includes other anxiety-related disorders, such as Obsessive-Compulsive Disorder and hoarding, as well as discussion of some “culture-specific” syndromes, such as “brain fog” in West Africa and *Taijin Kyofushu* in Japan.

International Date Line Crossing – January 16 (Lost Day)

B5–January 18: Trauma- and Stressor-Related Disorders (Sue, Ch. 5; Watters, Ch. 2)

Exploration of the impact of stress and trauma on mental health. Includes a discussion of PTSD in U.S. Veterans versus PTSD in survivors of war and other traumas/disasters in the countries on the itinerary.

Agger, I. (2015). Calming the mind: Healing after mass atrocity in Cambodia. *Transcultural Psychiatry*, 52, 543-560.

Hinton, D., Um, K., & Ba, P. (2001). *Kyol goeu* ('wind overload') Part 1: A cultural syndrome of orthostatic panic among Khmer refugees. *Transcultural Psychiatry*, 38, 403-432.

McAllister, A. (2014). Goodwill: A Myanmar medicine for mental illness.

Riley, A., et al., (2017). Daily stressors, trauma exposure, and mental health among stateless Rohingya refugees in Bangladesh. *Transcultural Psychiatry*, 54, 304-331.

Clay, R. (2018). Helping Rohingya refugees. *Monitor on Psychology*, 49(7), p. 24.

Study Day – January 19 (No Class)

B6–January 21: Somatic Symptom and Dissociative Disorders (Sue, Ch. 6)

Examination of Somatic Symptom and Dissociative Disorders, such as Illness Anxiety Disorder, Conversion Disorder, and Dissociative Identity Disorder. Includes discussion of cultural differences in the somatization of psychological symptoms, as well as discussion of some “culture-specific” syndromes, such as Shenkui in China, and Dhat Syndrome in India.

Begley, S. (2010, January 29). The depressing news about antidepressants. *Newsweek*.
Borovoy, A. (2008). Japan's hidden youths: Mainstreaming the emotionally distressed in Japan. *Culture, Medicine, and Psychiatry*, 32, 552-576.
Furlong, A. (2008). The Japanese hikikomori phenomenon: acute social withdrawal among young people. *The Sociological Review*, 56, 309-325.
Teo, A. R. (2010). A new form of social withdrawal in Japan: A review of *hikikomori*. *International Journal of Social Psychiatry*, 56, 178-185.

B7—January 23: Depressive and Bipolar Disorders (Sue, Ch. 7, Watters, Ch. 4)

Overview of the major mood disorders, such as Major Depressive Disorder and Bipolar Disorder. Includes discussion of the “culture-specific” syndrome Hikikomori in Japan.

Gaskins, R. W. (1999). “Adding legs to a snake”: A reanalysis of motivation and the pursuit of happiness from a Zen Buddhist perspective. *Journal of Educational Psychology*, 91, 204-215.

Hendry, J. (1997). Nature tamed: Gardens as a microcosm of Japan's view of the world. In P. J. Asquith & A. Kalland (Eds.), *Japanese images of nature* (pp. 83-105). Surrey, England: Curzon. (emphasize pp. 83-97)

Enns, C. Z. & Kasai, M. (2018). Hakoniwa: Japanese sandplay therapy. In R. Moodley, T. Lo, & N. Zhu (Eds.), *Asian healing traditions in counseling and psychotherapy* (pp. 213-228). Los Angeles: Sage.

Kobe, Japan — January 24-28

B8—January 30: Abnormal Psychology in Japan (Articles and Media)

Class discussion of the Japanese perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in Japan?

Wei, K. C., & Chua, H. C. (2008). Suicide in Asia. *International Review of Psychiatry*, 20, 434-440.

Clay, R. A. (2018, June). The cultural distinctions in whether, when and how people engage in suicidal behavior. *Monitor on Psychology*, 28-35.

Canetto, S. S. (2008). Women and suicidal behavior: A cultural analysis. *American Journal of Orthopsychiatry*, 78, 250-266.

Shanghai, China — January 31 - February 5

B9—February 7: Abnormal Psychology in China (Articles and Media)

Class discussion of the Chinese perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in China?

Kirmayer, L. J. (2015). Mindfulness in cultural context. *Transcultural Psychiatry*, 52, 447-469.

Toneatto, T. (2018). Buddhism and healing. In R. Moodley, T. Lo, & N., Zhu (Eds.), *Asian healing traditions in counseling and psychotherapy* (pp. 27-40.). Los Angeles: Sage.

B10—February 9: Suicide (Sue, Ch. 8)

Description of the signs, symptoms, and methods of prevention for suicide. Comparison of prevalence rates across age, gender, race, and culture, as well as discussion of how suicide is perceived across cultures.

Chapter 1 (The problem) from Gustafsson, M. L. (2009). *War and shadows: The haunting of Vietnam*. Ithaca, NY: Cornell University Press.

Nguyen, H. (2014). Buddhism-based exorcism and spirit-calling as a form of healing for mental problems: Stories from Vietnam. *Journal of Religion & Spirituality in Social Work: Social Thought*, 33, 33-48.

Ho Chi Minh City, Vietnam – February 10-15

B11—February 18: Abnormal Psychology in Vietnam (Articles and Media)

Class discussion of the Vietnamese perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in Vietnam?

Wessells, M. G. (2009). Do no harm: Toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, 64, 842-854.

Vedantum, S. (2005, June 27). Social network's healing power is borne out in poorer nations. *Washington Post*.

Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness: Contributions to a globalizing psychology. *American Psychologist*, 69, 645-655.

Community Programming – February 17 (No Class)

Penang, Malaysia – February 19-24

B12—February 26: Abnormal Psychology in Malaysia (Articles and Media)

Class discussion of the Malaysian perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in Malaysia?

Clay, R. A. (2002). An indigenized psychology. Psychologists in India blend Indian traditions and Western psychology. *Monitor on Psychology*, 33 (5).

Avasthi, A., Kate, N., & Gorver, S. (2013). Indianization of psychiatry utilizing Indian mental concepts. *Indian Journal of Psychiatry*, 55, S136-S144.

Griffiths, M. (2015, October 22). Dhat syndrome explained. *Psychology Today blog*.

Sood, A. (2016). The global mental health movement and its impact on traditional healing in India: A case study of the Balaji temple in Rajasthan. *Transcultural Psychiatry*, 53, 766-782. (see pp. 772-782).

B13—February 28: Eating Disorders (Sue, Ch. 9; Watters, Ch. 1)

A review of the major eating disorders, including Bulimia Nervosa, Anorexia Nervosa, and Binge-Eating Disorder. Includes a comparison of prevalence rates in eating disorders across cultures, including their rise in non-Western cultures and whether they should be considered a culture-specific syndrome.

Hansen, G. M. (2011). Eating disorders and self-harm in Japanese culture and cultural expressions. *Contemporary Japan*, 23, 49-69.

Chaturvedi, S., Desai, G., & Shaligram, D. (2010). Dissociative disorders in a psychiatric institute in India. *International Journal of Social Psychiatry*, 56, 533-539. (skim first sections, focus on discussion)

Cochin, India – February 29 – March 5

Community Programming – March 7 (No Class)

B14—March 8: Abnormal Psychology in India (Articles and Media)

Class discussion of the Indian perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in India?

Ranganathan, S. (2015). A space to “eat, trance, and sleep”: the healing power of Mahanubhav temples in Maharashtra (India). *Mental Health, Religion, and Culture*, 18, 185-195.

Weaver, L. J. (2017). *Tension* among women in North India: An idiom of distress and a cultural syndrome. *Culture, Medicine, and Psychiatry*, 41, 35-55

B15—March 10: Substance-Related and Other Addictive Disorders (Sue, Ch. 10)

Exploration of the major categories of substances associated with abuse, as well as the symptoms associated with abuse, addiction, tolerance, and withdrawal. Includes a discussion of different treatment approaches, including a contrast between the criminal justice model used in the United States, the no tolerance model in countries like Singapore and Malaysia, and the public health model used in countries such as the Netherlands and Portugal.

Port Louis, Mauritius – March 11

B16—March 13: Schizophrenia Spectrum Disorders (Sue, Ch. 11; Watters, Ch. 3)

Description of the categories of psychotic symptoms and the different types of Schizophrenia. Includes a discussion of differing cultural perspectives on psychotic symptoms, and a discussion of culture bound syndromes, such as Bouffee Delirante from West Africa, and Quigong Deviation in China.

Gholipour, B. (2014). Supernatural 'jinn' seen as cause of mental illness among Muslims.

Lim, A., Hoek, H. W., & Blom, J. D. (2014). The attribution of psychotic symptoms to jinn in Islamic patients. *Transcultural Psychiatry*, 52, 18-32. (emphasize pp. 18-23).

Islam, F., & Campbell, R. A. (2014). "Satan has afflicted me!" Jinn-possession and mental illness in the Qur'an. *Journal of Religion and Health*, 53, 229-243.

Markus, H. R., & Conner, A. (2013). Brief excerpt from *Clash: How to thrive in a multicultural world* (pp. 183-187).

Enrichment: Luhrmann, T. M., Padmavati, R., Tharoor, H., & Osei, A. (2015). Hearing voices in different cultures: A social kindling hypothesis. *Topics in Cognitive Psychology*, 7, 646-663.

B17—March 15: Neurocognitive Disorders (Sue, Ch. 12)

Introduction to neurocognitive functioning, as well as the symptoms and causes of various neurocognitive disorders. Includes discussion of how attitudes toward aging differ between cultures (e.g., respect for elders in Asian and African cultures vs. devaluing of the elderly in U.S. culture).

Shields-Zeeman, L., et al. (2017). Promoting wellbeing and improving access to mental health care through community champions in rural India: the *Atmiyata* intervention approach. *International Journal of Mental Health Systems*, 11, 6.

Laher, S. (2014). An overview of illness conceptualizations in African, Hindu, and Islamic traditions: towards cultural competence. *South African Journal of Psychology*, 44, 191204. (Emphasize sections on African and Islamic traditions.)

Kalra, G. (2013). The cultural, psychiatric, and sexuality aspects of hijras in India. *International Journal of Transgenderism*, 14, 171-181.

Jayadeva, V. (2017, May). Understanding the mental health of the hijra women of India. *American Journal of Psychiatry Residents' Journal*, 7-9.

UNDP. (2010). Hijras/transgender women in India.

B18—March 17: Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders (Sue, Ch. 13; Adamczyk et al. article)

Discussion of sexual dysfunctions and disorders. Includes discussion of how views on homosexuality and transgender have changed over time in the United States and compare/contrast this with how they are viewed in other cultures.

Clay, R. A. (2017, November). Decolonizing psychology in South Africa. *Monitor on Psychology*, 48 (10), 28.

- Dingfelder, S. (2013). South Africa's shameful past and hopeful future. *Monitor on Psychology, 44*, p. 32.
- Ratele, K. (2017). Frequently asked questions about African psychology. *South African Journal of Psychology, 47*, 273-279.
- Long, W. (2016). On the Africanization of psychology. *South African Journal of Psychology, 46*, 429-431.
- Enrichment:* Nwoye, A. (2015). African psychology and the Africentric paradigm to clinical diagnosis and treatment. *South African Journal of Psychology, 45*, 305-317.

Cape Town, South Africa – March 18-23

B19—March 25: Abnormal Psychology in South Africa (Articles and Media)

Class discussion of the South African perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in South Africa?

- Bojuwoye, O. (2005). Traditional healing practices in Southern Africa. In R. Moodley & W. West (Eds.), *Integrating traditional healing practices into counseling and psychotherapy* (pp. 61-72). Thousand Oaks, CA: Sage.
- VanDyk, G. A. J., & Nefale, M. C. (2005). The split-ego experience of Africans: *Ubuntu* therapy as a healing alternative. *Journal of Psychotherapy Integration, 15*, 48-66.
- Bantjes, K. (2017). "Our lifestyle is a mix-match": Traditional healers talk about suicide and suicide prevention in South Africa. *Transcultural Psychiatry, 55*, 73-93.
- Den Hertog, T. N., de Jong, M., van der Ham, A. J., Hinton, D., & Reis, R. (2016). "Thinking a lot" among the Khwe of South Africa: A key idiom of personal and interpersonal distress. *Culture, Medicine, and Psychiatry, 40*, 383-403.

Study Day – March 26 (No Class)

B20—March 28: Personality Psychopathology (Sue, Ch. 14)

Overview of the major categories of personality disturbance, such as Antisocial, Borderline, Narcissistic, and Schizoid Personality Disorders, along with discussion of the "cult of personality" and how different personality characteristics are valued in different cultures.

- Mulder, R. T. (2012). Cultural aspects of personality disorder. In T. A. Widiger (Ed.), *The Oxford Handbook of Personality Disorders*.
- Kirmayer, L. J. (2007). Psychotherapy and the cultural concept of the person. *Transcultural Psychiatry, 44*, 232-257.
- Bauer, S. C., Winegar, J., & Waxman, S. (2016, April 1). How cultural differences affect autism diagnoses. *Scientific American blog*.
- Enrichment:* Smith, M. (2017). Hyperactive around the world? The history of ADHD in global perspective. *Social History of Medicine, 30*, 767-787.

Tema & Takoradi, Ghana – March 30- April 3

B21–April 4: Disorders of Childhood and Adolescence (Sue, Ch. 15)

Common disorders typically diagnosed in childhood and adolescence. Includes a discussion of how childhood is defined and perceived in different cultures, and integration with students' observations of children in port. Also includes discussion of poverty, trauma, war, etc., children in orphanages/institutions, and the impact these factors have on their mental health.

Luhrmann, T. M., Padmavati, R., & Osei, T. & A. (2015). Differences in voice-hearing experiences of people with psychosis in the USA, India and Ghana: Interview-based study. *British Journal of Psychiatry, 206, 41-44.*

Laroi, F. et al. (2014). Culture and hallucinations: Overview and future directions. *Schizophrenia Bulletin, 40* suppl., S213-S220.

Opare-Henaku, A., & Utsey, S. O. (2017). Culturally prescribed beliefs about mental illness among the Akan of Ghana. *Transcultural Psychiatry, 54, 502-522.*

B22–April 6: Abnormal Psychology in Ghana (Articles and Media)

Class discussion of the Ghananian perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in Ghana?

Hillman, A., & Latimer, J. (2017, March 28). Cultural representations of dementia. *PLoS Medicine, 14.*

Avant, J. S. (2013). Untangling cultural differences in behavioral, physiological, and psychological symptoms of dementia and Alzheimer's Disease

B23–April 8: Law and Ethics in Abnormal Psychology (Sue, Ch. 16)

Introduction to the Ethics Code of the American Psychological Association, as well as major laws governing mental health treatment and practice. Includes discussion of the relevance of these codes and laws across cultures. Closing discussion on Abnormal Psychology around the world, including final thoughts on culture, mental health, and mental illness.

Abu-Raiya, H., & Pargament, K. I. (2015). Religious coping among diverse religions: Commonalities and divergences. *Psychology of Religion and Spirituality, 7, 24-33.*

Keshaavarzi, H., & Haque, A. (2013). Outlining a psychotherapy model for enhancing Muslim mental health within an Islamic context. *The International Journal for the Psychology of Religion, 23, 230-249.*

B24–April 10: Course Wrap-Up (Watters Conclusion)

Closing discussion on Abnormal Psychology around the world, including final thoughts on culture, mental health, and mental illness.

Casablanca, Morocco – April 11-14

Study Day – April 15 (No Class)

B25–April 17: Final Exam

Abnormal Psychology in Morocco (Articles and Media)

Class discussion of the Moroccan perspective on wellness, abnormality, disorders and culturally appropriate interventions. What have you learned about psychology in Morocco?

Essay question for final exam: Discuss the similarities and differences in understanding and addressing abnormal psychology in at least three port countries we visited this semester.

Arrive Amsterdam, the Netherlands – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on **Wednesday, 11 March 2020 in Port Louis, Mauritius.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Description:

Mindfulness and medication is an effective approach to mental health treatment for anxiety and various other disorders. It is based on the principles of Buddhism, and these principles can be applied to developing and maintaining mental health. This field class will give insight into and the practice and experience of psychological practices in Mauritius. In this field class we may visit local centers for mindfulness/meditation, and/or meet with faculty and students and Mauritius University to learn about the cultural treatment of anxiety and depression. First, we will take a meditation class, in which we will have the opportunity to engage in guided meditation and also learn about mindfulness as a psychological practice. We will hopefully have an opportunity to talk to psychologists and experts in Mauritius about how people attain life satisfaction and daily contentment – from a spiritual and holistic perspective. Finally, there will be an opportunity at the end of the visit for student discussion and reflection, and the invitation to practice individual meditation and mindfulness.

Learning Objectives:

1. Learn the basic principles of mindfulness and meditation
2. Gain direct experience with psychological practices in Mauritius
3. Understand how these principles and practices can be applied to mental health and treatment of mental disorders.

Independent Field Assignments:

Our field class experience will be worth **125 possible points, which is 25% of your overall course grade**. Twenty-five points will be allocated for participation during the field class itself. Full credit will involve active listening, engaging in discussion, asking questions, being punctual, and being respectful of our speakers and guides at all times. Fifty points will be possible for the **Field Assignment Journals** which will ask you to learn more about the cultural norms of the country we are visiting. Lastly, fifty points are possible for the **Field Class Reflection Paper**, which will focus on our learning goals and objectives.

Field Assignment Journals (50 points possible)

Due Dates: Within 3 days following the relevant port.

At least 1 typed, double-spaced page. Of the 8 countries on the Semester at Sea itinerary, class members are expected to submit field journals for 5 field sites.

Abnormal Psychology seeks to understand how individuals are affected the real or imagined presence of others. In each country you will be observing abnormal/normal behaviors and local cultural expression of normal interactions.

The purpose of field journals is to integrate course material with experiences and observations from various countries on our itinerary. For each field journal, write about an experience you had and connect it with topics and readings from class. The purpose of field journals is to facilitate attentiveness and a “close reading” of the cultural context. A major purpose is to record and share your thoughts and feelings about behaviors you observe, and to connect your observations to concepts from the course. Suggestions for getting started follow:

Abnormal behavior is often revealed through behaviors that imply personal distress or deviance from cultural standards of behavior. In contrast, normal behavior involves finding a good “fit” with a culture, its norms, its valued belief systems, and its institutions. Based on your observations, what does “normal” appear to look like in this culture? How do individuals engage in “doing normal?” What are some major cultural expectations of behavior? What types of violations of behavior are likely to set a person apart and raise questions about their coping capacities?

Traumatic events are frequent triggers of distress and often tax one’s abilities to cope. In this cultural context, what experiences, oppressions, and traumas are likely to trigger distress? What types of healing options are likely to be consulted and why? What are some of the norms for expressing emotion and distress within this context? What violations of these norms would be indicative of distress?

Cultures vary in their tolerance for “deviant” responses to the environment. To what degree are expectations or rules of behavior flexible or rigid? What are the consequences? What types of contextual factors—biological, cultural, social, and environmental—might contribute to health and well-being? The experience of thriving? Abnormal or pathological responses?

Drawings or photos (consistent with Semester at Sea policies) may be used to illustrate your observations.

Field Class Reflection Paper (50 points possible)

Integrative paper (5-8 pages) that is designed to link experiential aspects of the field class with reading-based perspectives on mindfulness and meditation. Due date: 2 weeks after the field class.

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

METHODS OF EVALUATION

Class assignments, participation and exams are weighted below. There are 500 possible points in this course, and participation in class discussions and preparation for class are included in your grade. Exams will cover material from the textbook and articles, lectures, readings, class discussions, class activities, films and videos.

Course Evaluation by Assignment and Points:

Exam I	100 points
Final Exam	100 points
Class Participation/Groups	100 points
Cultural Reflection Papers	75 points (3 x 25 points)
Field Assignments-Journals	50 (5x10 points)
Field Class Reflection Paper	50 Field Class
Participation	<u>25</u>
	500 points possible

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

Our field class experience will be worth 125 possible points, which is 25% of your overall course grade. Twenty-five points will be allocated for participation during the field class itself. Full credit will involve active listening, engaging in discussion, asking questions, being punctual, and being respectful of our speakers and guides at all times. Fifty points will be possible for the Field Assignment Journals which will ask you to learn more about the cultural norms of the country we are visiting. Lastly, fifty points are possible for the Field Class Reflection Paper, which will focus on our learning goals and objectives.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds

value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Heine, Steven J.
TITLE: Cultural Psychology
PUBLISHER: Norton
DATE/EDITION: 2008, 1st edition

AUTHOR: Matsumoto, David & Juang, Linda
TITLE: Culture and Psychology
PUBLISHER: Cengage
DATE/EDITION: 2015, 5th edition

AUTHOR: Moodley, Roy; Lo, Ted; Zhu, Na (Eds.)
TITLE: Asian Healing Traditions in Counseling and Psychotherapy
PUBLISHER: Sage
ISBN #: 978-1-4833-7143-6
DATE/EDITION: 2018

AUTHOR: Nisbett, Richard E.
TITLE: The geography of thought: How Asians and Westerners think differently...and why.
PUBLISHER: Free Press
ISBN #: 978-0-7432-5535-6
DATE/EDITION: 2003

AUTHOR: American Psychiatric Association
TITLE: Diagnostic and Statistical Manual of Mental Disorders, DSM-5
DATE/EDITION: 2013, 5th edition

FILMS

(Primarily reserve materials to provide examples of themes in Abnormal Psychology)

Title of Film: Voices: Human and Untold Stories of Psychosis
Distributor: Forgotten Films

Title of Film: Depression: Out of the Shadows
Distributor: PBS

Title of Film: The Lobotomist
Distributor: PBS (The American Experience)

Title of Film: Call Me Crazy
Distributor: Sony Pictures

Title of Film: The Soloist
Distributor: Paramount

Title of Film: Girl, Interrupted
Distributor: Sony Pictures

Title of Film: Beautiful Mind
Distributor: Universal Pictures

Title of Film: Love and Mercy
Distributor: Lions Gate

Title of Film: Of Two Minds
Distributor: Docurama Films

Title of Film: One Flew Over the Cuckoo's Nest
Distributor: United Artists/ Warner Video

Title of Film: Shine
Distributor: Fine Line Features

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VOLUME: 52
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VOLUME: 63
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PAGES: 602-614.

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PAGES: S136-S144

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DATE: 2005
PAGES: 61-72

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VOLUME: 32
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PAGES: 552-576

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PAGES: 250-266.

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VOLUME: 49
DATE: 2018, June
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VOLUME: 54
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ADDITIONAL RESOURCES

None