

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: Psychology

SEMS 3500-109: Cross-cultural Psychology

Upper Division

Faculty Name: Peg Barratt

A Days, 8:00 am to 9:15 am

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: 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

A1 – January 12: Basic issues in cross-cultural psychology, Introduction

Unit One

A2- January 14: 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?

A3- January 16: 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

➔ **January 16: Assignment due:** Journal reflection on cross-cultural psychology theory and methods (up to one page): How will this help me understand myself?

January 17: Hilo

A4- January 19: Chapter Three: (62 – 89)

Enculturation

Humans engage in cultural learning

Enculturation and socialization

Culture, parenting, and families

Culture and peers

Culture and education

A5- January 22: 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 22 Assignment due:** Journal reflection on learning: What am I learning? What is the value of what I am learning? How am I learning? What am I learning about how to learn? What else do I need to learn? (up to one page)

A6- January 25: Chapter Five: (117 – 151)

- Culture and cognition
- Culture and cognition
- Culture, attention, sensation, and perception
- Culture and thinking
- Culture and consciousness
- Culture and intelligence

➔ **A7- January 27: 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.

January 29- Feb. 3: Yokohama, Transit, Kobe

Unit Two

A8- February 4: 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 5 at 17:00 (day after class) Assignment Due:** Short paper linking cross-cultural psychology (enculturation, development, cognition) 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 6-11: Shanghai, Transit, Hong Kong

A9- February 12: 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

February 14-19: Ho Chi Minh City

➔ February 19 Field Lab

A10 – February 20: Discuss Field Lab

➔ **February 20 Assignment Due:** Journal reflection on cross-cultural psychology: How has this material so far helped me to understand myself? (up to one page)

February 22-23: Singapore

A11- February 24: 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

February 27- March 4: Rangoon

A12- March 5: 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

A13- March 7: 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

March 9-14: Cochin

A14- March 15: 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

➔ **A15- March 18: 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.

Unit Three

A16- March 20: Chapter Eleven: (287 – 308)

Culture and psychology disorders
Defining abnormality: Some core issues
Culture and the categorization and assessment of psychological disorders
Cross-cultural research on psychological disorders
Culture-bound syndromes

March 21: Port Louis

A17- March 23: Chapter Eleven (continued): (309 – 317)

Culture and psychology disorders
Mental health of ethnic minorities, migrants, and refugees

A18- March 26: 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 26 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)

March 28 -April 2: Cape Town

A19- April 3: Chapter Thirteen: (342 – 356)

Culture, self, and identity
Culture and self

Culture, self-esteem, and self-enhancement

A20- April 5: Chapter Thirteen (continued): (357 – 365)

- Culture, self, and identity
- Culture and identity
- Culture and attributions

➔ **April 5 Assignment Due:** Journal reflection on cross-cultural psychology: How has this material helped me understand myself? (up to one page)

A21- April 8: Chapter Fourteen: (366 – 376)

- Culture and social behavior
- Culture and person perception
- Love, sex, and marriage across culture

April 10-14: Tema, Transit, Takoradi Ghana

A22- April 15: 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

A23- April 17: 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

➔ **April 17 Assignment Due:** Short paper linking cross-cultural psychology (disorders, treatment, self and identity, social behavior) to your experiences in Cape Town and Ghana. Include (a) critical thinking, (b) cross-cultural psychology theory, (c) cross-cultural psychology research. (up to two pages)

A24- April 20: 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 20 Assignment Due:** Journal reflection on learning: What am I learning? What is the value of what I am learning? How am I learning? What have I learned about the learning process? What else do I need to learn? (up to one page)

April 23-27: Casablanca

➔ **A25- April 28: 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 and (d) field and class experiences. 60 minute exam, 75 minutes allowed.

May 2: Arrive in Southampton

FIELD LAB

Questions about culture and psychology that emerge from the text and from class discussions will be accumulated for addressing in small group and individual conversations with students from the University of Saigon who are learning English. By spending time together we will have a better understanding of similarities (universalities) and differences (individual and cultural).

1000 Depart ship

1100 Welcome and orientation with Vietnamese students and Semester at Sea students

1130 Small group discussions

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

Academic Objectives:

1. Apply cross-cultural psychology by thinking critically about theory and research in a person-to-person context.
2. Make personal connections with young people in Vietnam
3. Learn about culture and psychology from one on one and small group conversations.

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.

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.

20% Journal reflections linking self and course content, units 1, 2, 3
Successful reflections will include significant course material with personal reflection

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"> • Read text • Explanatory lectures 	Factual exam questions
2 (30%)	Apply theory and research	<ul style="list-style-type: none"> • Read text • Rich learning experiences • Field lab 	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"> • Read texts • Rich learning experiences • Field lab • Situational observations on shore • Conversations on shore 	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"> • Read text • Experiences on shore • Field lab • Class discussions 	Journal reflection on content; self
5 (5%)	Empathy, respect	<ul style="list-style-type: none"> • Ongoing small group 	Reflected in written and oral work
6 (5%)	Learn to study, write, speak	<ul style="list-style-type: none"> • Class discussion and rich 	Journal reflections on learning

		learning experiences • Feedback on assignments	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].”

Nov. 1, 2013