

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

**Voyage:** Spring 2019  
**Discipline:** Psychology  
**Course Number and Title:** PSY 315 Social Psychology  
**Division:** Upper  
**Faculty Name:** Scott  
**Semester Credit Hours:** 3

**Prerequisites:** One (1) general psychology course

### COURSE DESCRIPTION

From Instagram “likes” to Presidential approval ratings, we live in a technologically sophisticated global culture that affirms and/or challenges how we see ourselves as individuals. How do prejudice and hatred develop? How does our need to “belong” in a group impact how we view and judge others? In a course designed specifically for Semester at Sea, we will explore topics such as decision making, group processes, attraction and close relationships, persuasion, aggression and violence, prosocial behavior, and stereotypes and prejudice from a cross-cultural perspective. Focusing on the ABC’s of social psychology (affect, behavior and cognition) this course will carefully examine how culture and social media shape our understanding of ourselves and others and will include opportunities to integrate course material with social observations and learning experiences off the ship.

### LEARNING OBJECTIVES

By the conclusion of the voyage:

1. Students will understand the methods used in social psychological research, including experimental and survey approaches, and will increase their critical evaluation skills when reading social psychology research.
2. Students will expand their awareness and sensitivity to the prevalence of stereotypes, prejudice and discrimination both domestically and internationally.
  - a. Students will identify key strategies to reducing prejudice and discrimination.
  - b. Students will appreciate the influence of groupthink in promoting violence against others.
  - c. Students will recognize how identifying with an “in group” may promote discriminatory behaviors.
3. Students will recognize the degree to which culture plays a role in shaping the individual.
  - a. Students will recognize the influence that people have on the beliefs and behaviors of others and themselves.

- b. Students will identify collectivistic and individualistic cultures and their influence on individuals' attitudes and behaviors.
  - c. Students will understand the role of gender in shaping identity across cultures.
  - d. Students will appreciate the contrast between the social self and private self and the influence of social norms in self presentation.
  - e. Students will compare and contrast social scripts across cultures.
  - f. Students will appreciate the influence of upwards and downwards social comparisons across cultures and the role that social standing plays in identity development.
4. Students will identify and interpret non-verbal communication differences across cultures.
    - a. Students will understand how their body language is interpreted and understood by their classmates.
    - b. Students will appreciate how culture shapes non-verbal communication norms in different countries.
    - c. Students will learn how to recognize and interpret body language cues in others.
  5. Students will identify and articulate the desire to establish and maintain close relationships and recognize the different types of relationships across cultures.
    - a. Students will contrast communal versus exchange relationships.
    - b. Students will recognize the theory of attachment and its influence throughout an individual's lifetime.
    - c. Students will appreciate the role of sex and sexuality in close relationships.
  6. Students will apply course concepts to increase their understanding of contemporary problems occurring in U.S. society and around the world.

## **REQUIRED TEXTBOOKS**

AUTHOR: Saul Kassin, Steven Fein, & Hazel Rose Markus

TITLE: Social Psychology

PUBLISHER: Cengage Learning, Higher Education

ISBN-13: 9781337417112 (ebook) OR ISBN- 13:9781305580220 (hardbound)

DATE/EDITION: 2017, 10th Edition

AUTHOR: Joe Navarro

TITLE: What Every Body Is Saying: An Ex FBI Agent's Guide to Speed Reading

PUBLISHER: Harper Collins Publishers

ISBN # 9780061438295

DATE/EDITION: 2008

## **TOPICAL OUTLINE OF COURSE:**

Remember that a key component on Semester at Sea is "flexibility." This tentative class schedule may be adjusted as the voyage progresses to address the needs of our classroom community.

Depart Ensenada—January 5

A1—January 7: Who Am I? (Chapter 1)

**Navarro: Chapters 1-2**

**TV Series: Married at First Sight**

An overview of the course including the course syllabus, learning objectives, field assignments, field class, course requirements, and a brief introduction to the fields of social and cross-cultural psychology. Discussion topics will include how the perception that others are watching/judging influences our behavior.

A2— January 9: Social Psychology Research (Chapter 2)

**Navarro: Chapters 3-4**

**Film: Gender Revolution: A Journey with Katie Couric**

An explanation of the methods of scientific inquiry in social psychology and cross cultural research. Discussion topics will include the frequent disconnect between attitudes and behaviors and the limitations of self-report research.

A3— January 11: Self Concept & Self Esteem (Chapter 3 – 1<sup>st</sup> half)

**Navarro: Chapters 5-6**

**Q-Sort Activity**

A review of the key social factors which influence self-concept, self-esteem and self-efficacy. The Q-Sort activity will facilitate interaction between students and generate discussion regarding how others see us and how we see ourselves.

A4—January 14: Self Presentation & Self-Monitoring (Chapter 3 – 2<sup>nd</sup> half)

**Navarro: Chapters 7-9**

**TV Series: Married at First Sight**

With a focus on social media (selfies & Instagram), self-presentation strategies will be explored in addition to self-monitoring behaviors. Discussion topics will include a comparison and contrast of social versus private selves and the influence of collectivistic and individualistic cultures on social identity.

January 16—International Date Line crossing (Lost Day)

A5—January 17: Non-Verbal Communication Across Cultures

**Navarro: Body Language Behavior Summaries are due in class**

**Start BLP Assignment #1 – due January 22<sup>nd</sup>**

**TV Series: Married at First Sight**

A review of the Navarro book, focusing specifically on the differences between baseline and stress behaviors in preparation for observations in Assignment #1. Discussion topics will include the relationship between body language and culture, including cultural differences in personal space, gestures, and facial expressions.

Study Day (No Class) — January 19

A6—January 20: Social Perception (Chapter 4)

**BLP Group Presentation: Japan**  
**TV Series: Married at First Sight**

An investigation of how we perceive others, interpret their behaviors (and motivations), form impressions, and make predictions about future behaviors. Discussion topics will include the fundamental attribution error and perceptions of others in cross-cultural situations.

A7—January 22: Conformity (Chapter 7)

**Film: The Stanford Prison Experiment**

**BLP Assignment #1 is due in class**

**Begin BLP Assignment #2 – due February 14<sup>th</sup>**

An overview of the theory and research on social influence, conformity, compliance, and obedience. Discussion topics will include the ethical concerns of some of the most classic empirical research studies on obedience including Milgram (1961) and Zimbardo (1971).

Kobe, Japan – January 24-28

A8—January 29: Attitudes and Persuasion (Chapter 6)

**BLP Group Presentation: China**

**TV Series: Married at First Sight**

An explanation of how attitudes are formed and measured, with a specific focus on types of persuasion and the factors that influence attitude change. Discussion topics will include cultural differences in sales techniques in different parts of the world.

Shanghai, China – January 31 - February 1

In-Transit – February 2-3

Hong Kong, SAR – February 4-5

A9—February 6: Stereotypes and Prejudice (Chapter 5 – 1<sup>st</sup> half)

**Article & Documentary: My Lai Massacre** <https://www.history.com/topics/vietnam-war/my-lai-massacre>

**BLP Group Presentation: Vietnam**

**TV Series: Married at First Sight**

An overview of how stereotypes develop and persist across the lifetime, the subsequent negative emotional responses that become prejudice, and the discriminatory actions that follow. Discussion topics will include the Vietnam war and enemy “stereotypes” on both sides.

Ho Chi Minh City, Vietnam – February 8-13

A10—February 14: Reflections on Japan, China, Hong Kong, & Vietnam

**BLP Group Presentation: Myanmar**

**TV Series: Married at First Sight**

Discussion of cultural experiences and observations of non-verbal behaviors in Japan, China and Vietnam. Preparation for midterm exam.

Community Programming (No Class) – February 16

A11–February 17: Breaking Down Barriers: Reducing Stereotypes, Prejudice & Discrimination (Chapter 5 – 2<sup>nd</sup> half)

**Film: Crash**

**BLP Assignment #2 is due in class**

A discussion of strengths and limitations of intergroup contact, superordinate goals, and the jigsaw classroom techniques as a means of reducing discrimination. Discussion topics will include racial tensions domestically and internationally.

Yangon, Myanmar – February 19-23

A12–February 24: **MIDTERM EXAM**

A13– February 26: What Does Love Have to Do with It?

**Begin BLP Assignment #3 – due March 14**

**Film: A Suitable Girl (Documentary)**

**Activity: Want Ad, All I Can Offer and Five Love Languages – due March 9<sup>th</sup>**

**BLP Group Presentation: India**

**Article: Arranged Marriages in India (CNN, 2018)**

<https://www.cnn.com/2018/03/21/world/arranged-marriage-christiane-amanpour-sex-love-around-world-delhi/index.html>

An overview of societal expectations of marriage and the anticipated social norms/gender roles expected of each partner across cultures. Discussion topics compare and contrast personal wants and expectations within a romantic relationship and the cultural factors that influence these attitudes.

Cochin, India – February 28 – March 5

A14–March 6: Reflections on Myanmar and India

**Non Verbal Communication Field Assignment and Field Class Reflection are due TV**

**Series: Married at First Sight**

Discussion of cultural experiences and observations of non-verbal behaviors in Myanmar and India.

Community Programming (No Class) – March 7

A15–March 9: Attraction and Close Relationships (Chapter 9)

**Want Ad, All I Can Offer and Five Love Languages are due in class**

**BLP Group Presentation: Mauritius**

Description of the cycle of relationship development from first impressions and initial attraction, to dating, courtship, marriage, and relationship dissolution. Discussion topics will include cultural differences in choosing a partner and subsequent attitudes about cohabitation, premarital sex, and divorce.

Port Louis, Mauritius – March 11

A16—March 12: Group Processes (Chapter 8)

**TV Series: Married at First Sight**

Defining what constitutes a group, as well as understanding factors related to group performance, roles within a group, and group conflict. Discussion topics will include social loafing, social facilitation, intergroup conflict and in-groups versus out-groups.

A17—March 14: Aggression, Violence, and Hate Crimes (Chapter 11 – 1<sup>st</sup> half)

**BLP Assignment #3 is due in class**

**Film: The Wound**

**Article & Documentary: Apartheid (2018)** <https://www.history.com/topics/apartheid>

An overview of the origins of aggressive behavior and situational influences that can escalate tensions into violent acts. A special focus will be on apartheid in South Africa. Discussion topics will include the frustration-aggression hypothesis and the factors such as alcohol, crowds, and temperature that can instigate violent behavior.

A18—March 16: Media Effects and Reducing Violence (Chapter 11 – 2<sup>nd</sup> half)

**BLP Group Project: Cape Town, South Africa**

**Film: Still Killing Us Softly 4**

A discussion of how violence is portrayed in the media, from mainstream news reports to violence videogames and the cultural desensitization that ultimately follows. Discussion topics will include strategies to reduce violence both in the U.S. and across the globe.

Cape Town, South Africa – March 18-23

A19—March 24: Altruism and Helping Behavior (Chapter 10)

An overview of the factors that contribute to helping behavior, including motivation, culture, religion, and situational factors. Discussion topics will include global charities, NGOs, random acts of kindness, and whether true altruism is possible.

A20—March 26: Health and Wellness (Chapter 14)

An overview of the field of Health Psychology, which includes key concepts such as stress, coping, treatment, stress management, resilience, and the General Adaptation Syndrome. Discussion topics will include the most common stressors among college students in the United States compared with young adults around the world.

A21—March 28: Leadership and Motivation (Chapter 13)

**Film: He Named Me Malala**

**BLP Group Presentation: Ghana**

An investigation of the strategies employed to promote leadership across cultures and the importance of motivation and happiness in the workplace. Discussion topics

will include leadership opportunities across cultures for women and minorities and the influence of U.S. business practices on the global economy.

Takoradi Ghana – March 30 - April 1

Tema, Ghana – April 2-3

A22–April 4: Reflection on Mauritius, Cape Town and Ghana  
Discussion of cultural experiences and observations of non-verbal behaviors in Cape Town and Ghana.

A23–April 6: Law & Order (Chapter 12)

**BLP Group Presentation: Morocco**

A review of the U.S. legal system including its strengths and weaknesses in comparison with other countries. Discussion topics will include the limitations of confessions and witness testimony.

A24– April 9: **FINAL EXAM**

Casablanca, Morocco – April 11-14

Study Day (No Class) – April 16

A25–April 17: Reflection on Morocco and the World  
Discussion of cultural experiences and observations of non-verbal behaviors in Morocco and reflecting on the diversity and complexity of culture and communication as a worldwide phenomenon.

Arrive Amsterdam, The Netherlands – April 21

### **FIELD CLASS**

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 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.

**The field class for this course will take place on Friday, March 1<sup>st</sup> in Cochin, India**

### **What's Love Got to Do with It?: Understanding Arranged Marriages in India**

Students will meet, interact, and interview students and professors from a local university about the practice of arranged marriage in India. SAS and local students will start the day with lunch together to meet and get acquainted. Afterwards, the two groups will view a Bollywood

movie to discuss the contrast in how love is defined in Indian culture and Bollywood films. Following the movie, all students will meet with local university professors to discuss the movie and to learn about local customs related to standards of beauty, attraction, friendship, gender roles, dating, courtship, and marriage. Finally, SAS students will go to dinner with local students. You will have the opportunity at dinner to meet with local students one-on-one in order to conduct interviews and observe body language in preparation your field class assignment.

Objectives:

1. Discuss the history and current practice of arranged marriage in India and the expectations of marriage held by Millennials and Generation Z.
2. Observe examples of gender roles, dating, courtship, marriage and sexuality as portrayed in a Bollywood film.
3. Compare and contrast standards of beauty, sexuality, dating, and marriage in both Hollywood and Bollywood films.
4. Interview local university students and professors in India regarding the realism of Bollywood films in portraying romance and sexuality as compared with both every day dating practices and arranged marriages.
5. Understand the influence of Bollywood films on India's perceptions of beauty and sexuality, and compare and contrast the influence of Hollywood film's on American perceptions of beauty of sexuality.
6. Compare and contrast body language cues in undergraduates from India and the United States.

#### **FIELD CLASS 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 non-verbal communication field assignment 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, which will focus on our learning goals and objectives.

#### **Non-Verbal Communication Field Assignment (50 point possible)**

Social Psychology seeks to understand how individuals are affected the real or imagined presence of others. In this country you will be observing non-verbal behaviors and local customs.

**Step 1:** Take notes and record your observations in this country and consider taking pictures to help you remember each location. Please remember to never photograph a person without their permission and be respectful at all times.

1. What is the appropriate social distance for strangers, friends, family and romantic partners?
  - a. How do people address each other?
  - b. How do people greet each other?
2. What public displays of affection are appropriate in this culture?
  - a. Romantic partners



- b. Friends/Acquaintances
  - c. Colleagues
  - d. Children
3. How much eye contact is maintained during conversations?
    - a. Romantic partners
    - b. Friends/ Acquaintances
    - c. Children/Elders
    - d. Strangers
  4. How are gestures used to convey frustration, excitement, interest, and flirtation?
    - a. Gender differences
    - b. Age/Status differences
  5. How do individuals in this country dress? To what degree is modesty a concern?
    - a. Types of clothing
      - i. Basic attire
      - ii. Footwear
      - iii. Signs of wealth (designer labels, jewelry, etc.)
      - iv. Technology
    - b. Gender differences
    - c. Age/Status differences
    - d. Social economic status differences

**Step 2:** Your non-verbal communication assignment should be 3-4 pages long and must be typed in 12-point font (Times New Roman), with one inch margins, double spacing, appropriate headings, and an APA cover page. The field assignment should reference some background knowledge of the country whenever possible. The ultimate goal is to compare and contrast non-verbal communication in this country with your experiences at your home university in the United States.

**Step 3:** Start writing and consult the check list provided below:

**Checklist:**

1. Cover Page
2. Introduction to Chosen Country (Use Morrison & Conaway 2011, when applicable) and why you selected it
  - a. Cultural Norms
  - b. Individualistic versus Collectivistic Culture
  - c. Gender Equality
  - d. Family/Housing
  - e. SES
3. Compare and Contrast Behaviors in the Country with those in the United States
  - a. Social Distance & Greetings
  - b. Displays of Affection
  - c. Eye Contact & Gestures
  - d. Dress and Self-Presentation
  - e. Local Customs
4. Summary and Reflections

- a. Assuming you were hired to work for a year in this country after graduation, what challenges would you face adapting to this new culture (besides learning the language)? Why? Be specific.
  - i. How well do you feel you would acculturate?
  - ii. How would your gender, age, education, SES play a role in your acculturation success?
- b. Which aspects of this culture would you most enjoy? Why? Be specific.
- c. Final thoughts and reflections

**Field Class Reflection Paper (50 points possible):**

In addition to the non-verbal communication field assignment for this country, you will submit a 2-3-page reflection paper that encompasses all of the information you learned during the field class. Your field class reflection must be typed in 12-point font (Times New Roman), with one inch margins, double spacing, appropriate headings, and an APA cover page.

- What was your level of knowledge before the Field Class about this particular topic? Explain.
- What was your level of interest in this particular topic prior to the field class? Explain.
- **Review the specific learning objectives for the field class. How were these key concepts addressed today?**
- What are the specific challenges faced by the speakers and individuals you interacted with today? What do they need and how can we be of help?
- What was your emotional response while attending the field class? What specific events, speakers or circumstances affected you on an emotional level? Explain.
- What was your cognitive response while attending the field class? Which ideas did you learn, understand, or contemplate more deeply based on the speakers, circumstances or specific events of the day? Explain.
- How did the field class compare and contrast with similar issues in the United States and specifically at your home university/college? Explain and use concrete examples.
- How might this experience shape your knowledge of social psychology and your attitudes toward this particular topic? Explain.

**METHODS OF EVALUATION**

**Body Language Project And Nonverbal Communication Presentation (75 possible points):**

You will choose a small group to work with during the semester and you will be held accountable for your contribution to the discussion in the group and all group assignments. We often forget that a HUGE part of social psychology is learning to interact with and communicate effectively with others!

- 1) Based on Navarro's (2008) research on body language, each individual will be responsible for observing and recording their group members' non-verbal behaviors. Each student will also receive feedback from their group members about their own body language cues.
- 2) Since Navarro's (2008) research originated in the United States, many of the non-verbal cues may not be relevant in other countries. In preparation to our arrival in

each country, groups will present an overview of local customs, etiquette, and non-verbal cues and discuss the relevance of the piece as it relates to the current readings. Please be creative and dynamic in your presentations

**Application Assignments (50 points possible):**

Introspection is a key component to sexuality and you will be asked to complete four application assignments in the course, including: *Want Ad, All I Can Offer, and the Five Love Languages*. Each of these application assignments are designed to challenge you to think about your beliefs, desires, and boundaries in an interactive and creative way.

Class assignments and exams are weighted below. There are 500 possible points in this course and both exams are cumulative and will consist of an application section, true/false questions, and multiple choice questions. Exams will cover material from the textbook, lectures, readings, class discussions, class activities, films and videos. **Please note, many students equate effort with a high grade, and do not consider the level of mastery of the course material. Just because you have “worked hard” on an assignment, does not mean it is necessarily deserving of a high grade. The grades in this course are based on a level of mastery of the material and points will be assigned accordingly.**

Point Breakdown:

Exam I	100 points
Exam II	150 points
BLP Project	75 points
Application Assignments	50 points
Field Class Participation	25 points
Field Class Reflection	50 points
Non-Verbal Field Assignment	<u>50 points</u>
	500 points possible

Letter grades are assigned as follows:

A+ = 243-250	B+ = 218-224	C+ = 193-199
A = 233-242	B = 208-217	C = 175-192
A- = 225-232	B- = 200-207	D = 150-174

**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	

### **Films & Documentaries:**

Throughout the course, you will be asked to view films and documentaries outside of class. You are strongly encouraged to watch them with members of the class to facilitate discussion and interest. Material from the films and documentaries will be used as examples in class and will appear on both the midterm and final exam.

### **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes is mandatory. ***All assignments are due on the day stated in syllabus regardless of whether or not you are in class.*** 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.

### **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 the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

### **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 AND FILMS FOR THE LIBRARY

### *The Stanford Prison Experiment (Film)*

Release Date: July 17, 2015

Director: Kyle Patrick Alvarez

Actor: Billy Crudup

Distributor: Abandon Pictures

### *Married at First Sight (TV reality series)*

Season 5 or 6, but earlier season if necessary

Release Date: July 4, 2014

Duration: Each episode is approximately one hour; need full season if possible

Distributor: Lifetime Network

### *The Wound (Film)*

Initial Release: January 22, 2017

Sundance Film Festival

Director: John Trengrove

Running Time: 88 minutes

Distributor: Kino Lorber Inc.

### *A Suitable Girl (Documentary)*

Winner of Tribeca Film Festival Best New Documentary Director Award

Release Date: 2018

Director: Sarita Khurana & Smriti Mundhra

Duration: 1 hour and 37 minutes

Distributor: The Film Collaborative

### *Crash (Film)*

Release Date: September 10, 2004

Director: Paul Haggis

Actor: Sandra Bullock

Distributor: Lionsgate

### *He Named Me Malala (Documentary)*

Release Date: October 22, 2015

Director: Davis Guggenheim

Distributor: Fox Searchlight Pictures

### *Still Killing Us Softly 4 (Documentary)*

Hosted by: Jean Kilbourne

Duration: 45 min

ISBN: 1-932869-44-1

Date Produced: 2010

### *Gender Revolution: A Journey with Katie Couric*

Release Date: 2017  
Duration: 92 minutes  
Distributor: The History Channel

## ELECTRONIC COURSE MATERIALS

AUTHOR: Moni Basu  
ARTICLE/CHAPTER TITLE: Why These Indian Millennials are Choosing Arranged Marriage  
JOURNAL/BOOK TITLE: CNN.com  
DATE: March 24, 2018  
URL: <https://www.cnn.com/2018/03/21/world/arranged-marriage-christiane-amanpour-sex-love-around-world-delhi/index.html>

AUTHOR: Mio, J.S., Barker, L. A., & Domenech Rodriguez, M.  
ARTICLE/CHAPTER TITLE: Cultural Differences in Communication  
JOURNAL/BOOK TITLE: Multicultural Psychology: Understanding Our Diverse Communities  
VOLUME: 4th Edition, Oxford University Press  
DATE: 2016  
PAGES: Ch. 4, pp. 105-139

AUTHOR: Mio, J.S., Barker, L.A., & Domenech Rodriguez, M.  
ARTICLE/CHAPTER TITLE: Stereotyping, Prejudice, Discrimination, and Racism  
JOURNAL/BOOK TITLE: Multicultural Psychology: Understanding Our Diverse Communities  
VOLUME: 4th Edition, Oxford University Press  
DATE: 2016  
PAGES: Ch. 6, pp. 173-219

ARTICLE/CHAPTER TITLE: Apartheid: Facts and Summary  
JOURNAL/BOOK TITLE: History Channel  
Date: April 6, 2018  
URL: <https://www.history.com/topics/apartheid>

ARTICLE/CHAPTER TITLE: My Lai Massacre  
JOURNAL/BOOK TITLE: History Channel  
Date: April 6, 2018  
URL: <https://www.history.com/topics/vietnam-war/my-lai-massacre>

AUTHOR: Terri Morrison and Wayne A. Conaway  
TITLE: Kiss, Bow, or Shake Hands: The Bestselling Guide to Doing Business in More Than 60 Countries  
ISBN: 9781593373689  
DATE/EDITION: 2006, 2<sup>nd</sup> edition  
Pages:

- China: p. 89-99
- Hong Kong: p.100-103

- Germany: p.177-188
- India: p.222-232
- Japan: p.276-287
- South Africa: p.448-456
- Vietnam: p.571-579