

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2016
Discipline: Psychology
PSYC 3500-101: Cross Cultural Psychology
Division: Upper Division
Faculty Name: Jeanine Skorinko
Credit Hours: 3; Contact Hours: 38

Pre-requisites: None.

COURSE DESCRIPTION

Why is Spam so popular in Hawaii? Why is it unacceptable to cut noodles in China and Hong Kong? Why do people stand so close to you in Vietnam? Why would you never eat with your left hand in India? Why do people in South African drive on the left side of the road? Why are proverbs so important in Ghana? How does your nationality influence the way you think about food? Do bilingual children show cognitive advantages later in life? How is the U.S. viewed by other countries?

In this course, we will explore these questions and many more as we learn about cross-cultural psychology. Cross-cultural psychology is the study of cultural effects on human behavior and diversity. We will examine theoretical perspectives and empirical findings in cross-cultural psychology. This course will cover topics such as: development, understanding the self, cognition, communication (verbal and nonverbal), emotion, relationships, prejudice, gender, mental and physical health, and what it means to live and work in a diverse and multicultural society. We will discuss how cultural differences influence human behavior and thinking. We will examine these issues both within the cultural groups in the United States as well as cultures around the globe (with a particular focus on the ports we will visit). This course is designed to increase awareness and sensitivity to issues pertaining to diversity and differences among people and to allow for discussions on these sensitive topics. Observations during time in ports will provide opportunities to apply concepts discussed in class.

COURSE OBJECTIVES

- 1) An appreciation of the theoretical, empirical, and applied sides to studying cross-cultural issues.
- 2) An ability to think critically about and analyze the theories, methods, and findings related to the psychological study of culture.
- 3) Consideration of and appreciation for the complex and controversial nature of culture-related “hot” topics.
- 4) Development of self-understanding, intellectual tolerance, and respect for others.

REQUIRED TEXTBOOKS

AUTHOR: Matsumoto, D. & Juang, L.
TITLE: Culture & Psychology
PUBLISHER: Cengage Learning
ISBN #: 1133471730
DATE/EDITION: 2013/5th Edition

Other Readings:

Afrostyle Magazine (December 22, 2010). Significance of proverbs in Africa and Beyond.

Alvarez, J. (1991). *How the Garcia Girls Lost Their Accents*. Workman Publishing Company.

Bialystok, E., & Craik, F. I. M. (2010). Cognitive and Linguistic Processing in the Bilingual Mind. *Current Directions in Psychological Science*, 19, 19-23.

Bishop, K. (June 11, 2015). Richard Branson offers dads paternity leave—for a year! *CNBC*.

Clark, T. (2008) Plight of the Little Emperors, *Psychology Today*, 1-5.

Chua, H.F., Boland, J. E., & Nisbett, R. E. (2005). Cultural variation in eye movements during scene perception. *Proceedings of the National Academy of Sciences*, 102, 12629-12633.

Faul, M. (March 8, 2013). South African violence against women rated highest in the world. *The Huffington Post*.

Fisher, M. (October 22, 2013). Japan's sexual apathy is endangering the global economy. *The Washington Post*.

France, L. R. (June 9, 2015). Zoe Saldana's husband took her last name—so what? *CNN*.

Garnova, O. (March 23, 2015). Spare a thought for the Western man trapped in Japan. *The Japan Times*.

The Independent. (September 12, 2010). China Rethinks its Controversial One-Child Policy.

Knutson, A. (February 13, 2015). 13 food & cooking superstitions from around the world. *the kitchn*.

Kohatsu, K. (September 24, 2012). Why do Hawaiians love spam so much? *The Huffington Post*.

Kim, H. & Markus, H. R. (1999). Deviance or Uniqueness, Harmony or Conformity? *Journal of Personality and Social Psychology*, 77, 785-800.

Littauer, D. (July 21, 2012). Ghana Supreme Court to rule on gay rights. *Gay Star News*.

Maskeroni, A. (March 6, 2015). Salvation Army turns #TheDress into a powerful domestic violence ad. *Adweek*.

National Stereotypes. (May 15, 2014). Top 10 national stereotypes about Americans.

Prakash, A. (November 19, 2012). The rules for eating with your hands in India, Africa, and the Middle East. *Food Republic*.

Schulz, S. (2008) The Life Factory: In India, Surrogacy Has Become a Global Business. *Speigel Online International*.

World Standards (September 9, 2014). Why do some countries drive on the left and others on the right?

TOPICAL OUTLINE:

Depart Ensenada- January 5:

B1- January 8: Introduction

Readings: Matsumoto & Juang Chapter 1

Assignment to do: Experiential Assignment #1

B2- January 10: Considering Culture

Readings: National Stereotypes (2014); World Standards (2014)

Experiential Assignment #1 DUE

Honolulu: January 12

B3- January 13: Research Methods

Readings: Matsumoto & Juang Chapter 2; Kohatsu (2012)

Assignment to do: Experiential Assignment #2

B4- January 15: Enculturation

Readings: Matsumoto & Juang Chapter 3; Chapter 1 from *How the Garcia Girls Lost Their Accents*

B5- January 18: Culture & Development
Readings: Matsumoto & Juang Chapter 4
Experiential Assignment #2 DUE

Study Day: January 19

B6- January 21: Culture and Cognition
Readings: Matsumoto & Juang Chapter 5; Chua, Boland, & Nisbett (2005);
Fisher (2013)

B7- January 23: Exam 1

Yokohama: January 24-25

In-Transit: January 26

Kobe: January 27-28

B8- January 30: Culture & Gender
Readings: Matsumoto & Juang Chapter 6; Clark (2008); The Independent (2010)

Shanghai: January 31-February 1

In-Transit: February 2-3

Hong Kong: 4-5

B9- February 7: Culture and Health
Readings: Matsumoto & Juang Chapter 7

Ho Chi Minh: February 8-12

B10- February 14: Guest Presentation to prepare for Field Lab with Burmese Monk

Study Day: February 15

B11-February 17: Continue Discussion of Health and Culture and Emotion
Readings: Matsumoto & Juang Chapter 8

Yangon: February 18-22: **FEBRUARY 19th (DAY 2) FIELD LAB**

B12- February 24: Continued Discussion of Culture and Emotion &
Culture, Language, & Communication
Readings: Matsumoto & Juang Chapter 9; Bialystok & Craik (2010)

B13- February 26: Exam 2
Field Lab Assignment DUE

Cochin: February 27-March 3

B14- March 5: Culture and Personality
Readings: Matsumoto & Juang Chapter 10; Prakash (2012); Schultz (2008)

Study Day: March 6

B15- March 8: Culture and Mental Health
Readings: Matsumoto & Juang Chapter 11

Port Louis: March 9

B16- March 11: Culture and Treatment
Readings: Matsumoto & Juang Chapter 12

Study Day: March 12

B17- March 14: Culture and Social Behavior: Self
Readings: Matsumoto & Juang Chapter 13; Kim & Markus (1999)

Cape Town: March 15-20

B18- March 22: Culture and Social Behavior II (& Professor Skorinko's Birthday)
Readings: Matsumoto & Juang Chapter 14; Faul (2013); Maskeroni (2015)

B19- March 24: Culture and Organizations
Reading: Matsumoto & Juang Chapter 15; Garnova (2015); Bishop (2015)

B20- March 26: Culture and Religion
Readings: Afrostyle Magazine (2010); Littauer (2012)

Tema: March 27-28

Takoradi: March 29-31

B21- April 2: Culture and Food
Readings: Knutson (2015)

B22- April 4: Conclusions

B23- April 7: Wrap up
Experiential Assignment #3 Due

Casablanca: April 8-12

Study Day: April 12

B24- B Day Finals, April 14

April 16: Disembarkation Day

FIELD WORK

Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)

Field lab 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 lab.

The field lab for this course takes place in Burma/Myanmar on: **Friday, February 19th** (Day 2 Lab). This field lab will involve a day-long visit that contains several components. Meditation and yoga are have been an integral part of East Asian and South Asian culture and religion, but are only recently becoming part of American culture. Meditation and yoga may influence the way we think by increasing mindfulness and reducing stress. We will take a trip to meditation or yoga center, and learn about and practice the art of meditation or yoga. We will also visit a local temple to learn more about the local religion and culture. We will also explore food and tea and the importance of different ingredients and the importance of tea in the culture. Throughout the day you will be asked to keep a journal and you will write a paper detailing your experience and how it ties into topics we have discussed so far.

FIELD ASSIGNMENTS

Throughout this course, students will carry out experiential assignments both on the ship and in the ports. **Experiential Assignment #1** relates to introspection and the self. Students will write a brief autobiography. In this autobiography, students will think about and discuss who they are, how they came to be that way, and how their cultural background shaped the development of their sense of self.

Experiential Assignment #2 relates to psychological methods. Students will pick a research question and test this question using observation, survey, interview, or experimental methods. Students will then write a paper that introduces their research question, discusses the method they chose and how they conducted their study, discusses the findings, and provides thoughts on any limitations and where the study could go in the future.

Experiential Assignment #3 has students finding real-world examples of crosscultural psychology throughout their port visits. Students will need to pick a theme (e.g., food, language, perception, religion, media, etc.) and find real-world examples relating to the theme in 3-4 ports (ideally one from each larger area: Pacific, East Asian, South East Asia, and Africa). Students will provide the example (via photo clip, audio clip, movie, etc.) and discuss the relevance to the theme and the theories related to the theme. Students may form small groups for this assignment to work together to find multiple examples relating to the theme.

METHODS OF EVALUATION / GRADING RUBRIC

Evaluation will include 3 exams, experiential assignments, and a Field Lab journal and paper. Exams will be comprised of multiple choice, True/False, fill-in-the-blank, and short answer questions. The experiential assignments will also be used in class discussion as a way for students to relate the course concepts to their personal cultural experiences. The experiential assignments and the Field lab paper will be graded based on the degree to which the student's experiences relate to the concepts we discuss in class. The final grade will be determined by the following weights:

Final grades in this course will be calculated based on the following components:

- 50% Exams
- 20% Experiential Assignments
- 20% Field Lab journal and paper
- 10% Attendance and Participation

Grade Criteria

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

Class Attendance and Participation: Class attendance is an important part of the course and part of your final grade. Students are expected to participate in class discussions and class activities. As class participation is important for the success in this class, participation is a part of your final grade. *A student who attends every class but does not actively participate will earn a participation grade of 70%.*

The professor will keep all the exams; however, she will make them available for students review.

ALL assignments must be submitted electronically on Moodle, and **the **file name** must include the first 5 digits of your ID number** (e.g., 12345journal.doc). All assignment must be posted on Moodle.

RESERVE BOOKS AND FILMS FOR THE LIBRARY

Axtell, R. (1993). *Do's and Taboos Around the World*. Wiley: ISBN: 978-0-471-59528-1

Possible Films need for class:

12 Years a Slave (2013)
A World of Gestures
Aladdin (1992)
American History X (2005)
American Violet (2008)
Bathing Babies in Three Countries (1954)
Bend it Like Beckham (2005)
Charlotte Sometimes (2002)
Cool Runnings (1993)
Dangerous Minds (1995)
Eat, Love Pray (2010)
Ethnic Notions (1987)
Fools Rush In (1997)
Forrest Gump (1994)
Freedom Writers (2007)
Frozen (2013)
Gran Torino (2008)
Half the Sky (2012)
Harold and Kumar Go to White Castle (2004)
Joy Luck Club (2005)
Life in a . . . Metro (2007)
Memoirs of a Geisha (2005)
Monsoon Wedding(2001)
Mulan (1998)
My Big Fat Greek Wedding (2002)
My Name is Khan (2010)
New Year Baby (2009). Broken English Productions. New York.
Outsourced (2006)
Philadelphia (1993)
Precious (2009)
Pretty Woman (2009)

Rabbit Proof Fence (2002)
Remember the Titans (2006)
Roots (1977)
Selma (2014)
Slumdog Millionaire (2008)
Stand and Deliver (1988)
Spirited Away (2001)
The Color Purple (1985)
The Great Debators (2007)
The Help (2011)
The Lion King (1994)
The Namesake (2006)
The Pursuit of Happyness (2006)
Wake up Sid (2009)
White Like Me
When Harry Met Sally (1989)

ELECTRONIC COURSE MATERIALS

Any relevant articles will be posted to Moodle. These will be relevant research articles and news articles related to Cross Cultural Psychology. All Assignments will be posted on Moodle. All assignments will be submitted to Moodle.

ADDITIONAL RESOURCES

None.

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]."

Late Work Policy: All assignments are due at the beginning of the class period on the due date (see course schedule). *Any* assignments handed in *after* class begins on the due date are considered LATE (if the time stamp on myWPI says 9:01am your assignment is late).

Advance Notice: If you obtain permission from the Professor in advance to turn an assignment in late, the penalties are:

One grade step (e.g., B+ to B, B- to C+) deducted from the score if it is turned in within 24 hours after the beginning of the class period it was due (e.g., by Tuesday at 10:00a.m. if due at 10:00 a.m. on Monday).

Two grade steps (e.g., B+ to B-) deducted from the score if it is turned in between 24 and 48 hours after the class period it was due (e.g., from Tuesday at 10:01am until Wednesday at 10am, if due 10am on Monday).

Three grade steps (e.g., B+ to C+) deducted from the score if it is turned in between 48 and 72 hours after the class period it was due (e.g., from Wednesday at 10:01am until Thursday at 10am, if due Monday at 10am).

No Advance Notice: If you fail to obtain permission from the Professor for turning in an assignment late, or if the Professor does not consider the circumstances extenuating, the penalties are:

One grade step (e.g., B+ to B, B- to C+) deducted if turned in during the class period (e.g., 10:01am-11:50am day it is due).

Two grade steps (e.g., B+ to B-) deducted from the score if it is turned in after the class period but within 24 hours after the due date (e.g., If due Monday at 10am, then anything turned in from 11:51am Monday to 10am on Tuesday).

Three grade steps (e.g., B+ to C+) deducted from the score if it is turned in between 24 and 48 hours after the due date.

Four grade steps (e.g., B+ to C) deducted from the score if it is turned in between 48 and 72 hours after the due date.

No assignment will be accepted if it is more 72 hours late—NO exceptions (unless, of course, prior arrangements were made with the Professor)!