PROJECT SYLLABUS INTERNATIONAL

PSYC 3390: Cross-Cultural Psychology
Spring 2018

Instructor:	Judy Orton Grissett, Ph.D.
Office Hours:	Mon-Thurs, 10:45am-12pm and by appointment
Office:	HHS II, Room 228
Email:	judy.grissett@gsw.edu
Phone:	229-931-4647
Class Day and Time:	Mondays and Wednesdays, 9:30 a.m. - 10:45 a.m.
Class Location:	HHS II, Room 244

Course Information

Course Description
I am glad you have decided to take Cross-Cultural Psychology. Together, we will examine a range of topics at the intersection of culture and psychology. Throughout the semester, we will explore, examine, and better understand how culture influences our lives and the lives of others across the world. On the one hand, we will cover some cultures you may be familiar with, like "Southern culture." On the other hand, other cultures we discuss may be foreign to you, such as that of South Sudanese refugees in the 1990s. Whatever your level of familiarity is with the cultures we are covering, I ask that you maintain an open, yet critical mind, as we examine the relationship between culture, thought, and behavior.

Course Overview
This course is listed as a psychology course (denoted by the PSYC prefix) and will satisfy an upper-level psychology elective (you need four upper-level psychology electives if you are earning a B.S. or B.A. in Psychology). In addition, it also satisfies a course requirement for the Women, Gender, and Sexuality Studies certificate and the Social Justice certificate (Information for both certificates can be found under "Curriculum Sheets" in RAIN.). Further, it can be counted as an upper-level free elective for many majors. Please check your curriculum sheet and speak with your advisor to see whether this course satisfies a degree requirement for your degree.

Course Goals
The goals of this course are to help students:
1. Increase cultural competence, including knowledge about different cultures and the thought and behavior patterns that are common in these cultures.

2. Improve written and oral communication skills.
3. Understand and identify credible versus non-credible sources.
4. Connect concepts covered in this course to those covered in other related courses.

Course Learning Outcomes

Although the course is structured around the topic of cross-cultural psychology, there are specific objectives that you will meet by taking this course. Specifically, by the end of the course, you should be able to:

1. *Identify the meaning and examples of cross-cultural psychology.* The term "culture" will be broadly defined in this course and will include cultures both within and outside the United States. "Psychology" will include a range of sub-areas, including those outlined in the course schedule. As such, "cross-cultural psychology" will encompass topics ranging from the individualist-collectivist continuum to differences in categorizing living things among people from rural and urban settings. One of the wonderful things about this course is its ability to connect a seemingly disparate array of themes under one overarching area of psychology.

2. *Identify and examine ways culture impacts our cognition, language, development, gender, motivations, behaviors, identity, morality, relationships, personality, health, and mental well-being.* Each of these topics is discussed relatively separately each week, but they are not mutually exclusive. You will find that many of the topics we cover are related, and we will discuss these relationships throughout the semester.

3. *Read (or view), analyze, and interpret information about cultural psychology from peer-reviewed journal articles, online resources, and videos.* More on this topic under "Course Materials" below.

4. *Discuss information about cross-cultural psychology in class discussions and a class presentation.* As I've mentioned, much of the class hinges on discussion, so please come prepared to share something that you've learned, or questions you may still have, each class period. Be ready to listen to what your classmates have to share, as well.

Responsibilities of Students and Instructor

Together, we can make this a very successful course, where we learn and share a great deal of rich information about the influence of culture on our thoughts and behaviors. To achieve this, we must set and strive to meet expectations for ourselves. Below are some responsibilities that I hope will help us achieve our goals in the classroom.

Student Responsibilities

In order to make the most of this course, you should
● Read and/or watch the material before coming to class (with the exception of the videos we will be watching in class). You can tell what material we will be covering in the "Course Dates, Topics, and Assignments" section of the syllabus.
● Come to class. Attendance is vital for doing well in this course.

- Participate in class discussions.
- Complete course assignments on time.
- Ask questions. I am available in-person before, during, and after class, as well as during office hours. I am also available via email and phone at the contact information listed on the first page of the syllabus.
- Be open-minded and willing to share your own experiences. I also ask that you remain thoughtful and considerate to others, as they share their experiences. We will be covering some topics that may be sensitive to some, so please come with an open-mind and willingness to listen.

Instructor Responsibilities
To help facilitate learning in this course, my responsibilities will be as follows:
- Present information outlined in the course syllabus in a way that promotes discussions and critical thought. Although discussions should be student-led, I will help facilitate discussions when needed.
- Be available to students. This includes answering emails and other messages in a timely manner (i.e., less than 24 hours). I will also make myself available during my office hours, and briefly before and after class.
- Welcome students with different backgrounds, including students with disabilities. (Please speak with me if you have a documented disability, so that we can get you the services you need to succeed in this course.)
- Offer help when needed. I want you to succeed in this course, so please reach out if you ever have questions or need something. I am here to help.
- Provide feedback in a timely manner. I will provide feedback to you on your assignments *if you send them to me to review.* Please give me at least 72 hours before the assignment is due to review and provide feedback.
- Facilitate a safe, respectful and curiosity-driven learning environment, where we can discuss the topics covered in this course.

Course Materials and Assignments

For this course, we will use a range of different kinds of materials, including journal articles, websites, and videos. All course materials have been selected to meet the course goals and objectives outlined above. Links to the materials we'll be using can be found in the section "Course Dates, Topics, and Assignments" of the syllabus.

Open Access Materials
Most of the material used in this course is considered "open access," meaning it is available for users to view and/or download free of charge and without violation of copyright laws. For example, many of our weekly readings are drawn from the peer-reviewed online journal *Online Readings in Psychology and Culture,* available from the International Association for Cross-Cultural Psychology (http://scholarworks.gvsu.edu/orpc/). Links to the readings throughout the semester are embedded in the syllabus in the "Course Dates, Topics, and Assignments" table and are also available on the course webpage. For more information on open materials, please visit the Creative Commons webpage (https://wiki.creativecommons.org/wiki/What_is_OER%3F).

Assignments
1. *Class discussions*

Class discussions are a vital part of this course. They allow us to engage in a rich, meaningful dialogue about the topics we cover and provide the opportunity to understand others' perspectives while better understanding (and questioning) our own. Discussions also allow us to incorporate current topics, personal experiences, and material from other courses into the fabric of the course. In this way, participating in discussions is in line with the first, second, and fourth course goals, which are increasing cultural competence, improving communication skills, and connecting material to other courses.

In order to make the most out of each class's discussion, it is imperative you read the material for each week *before* class so that you may bring any questions or ideas you have to class for discussion. We will be covering a number of sensitive topics, so please be reminded that discussions should remain respectful and should not be intended to bring about harm to another person.

A significant portion of your course grade will be based on class participation. This includes class discussions and attending class. Distracting behaviors (e.g., sleeping or using cell phone), as well as not participating in discussions, will negatively affect your class participation grade. Class participation will be worth up to 50 points (25 classes x 2 points each = 50 points), or about 17% of your final grade.

2. *Papers*

Papers are intended to help you achieve the four main course goals: increasing cultural competence, improving communication skills, identifying credible sources, and connecting material to other courses. In order to meet these goals, you will be required to write five 2-3 page papers (double-spaced, 1" margins, 12-point Times New Roman font) over the course of the semester. Papers will be over course readings, videos, discussions, and lectures. Specific paper topics are outlined on the course webpage. Paper due dates are listed in the "Course Dates, Topics, and Assignments" table located at the end of the syllabus. Each paper will be worth up to 10 points. *Late papers will not be accepted.* Papers will total to a possible 100 points (10 papers x 10 points each = 100 points) and will be about 33% of your final grade.

If you would like me to provide feedback to you regarding your papers, please send me a draft of your paper to review <u>at least 72 hours before it is due.</u> I will provide you with the feedback within 36 hours of receiving your draft. Also, I will have your assignments graded and returned to you with feedback within one week of the due date.

3. *Quizzes*

Quizzes are intended to help you meet the first course goal, which is increase cultural competency, including learning more about the ways culture affects thought and behavior. You will have ten short quizzes over the course of the semester. Quizzes will consist of a combination of no more than 15 short-answer, multiple-choice, true-false, and matching questions. Quiz questions will be drawn from the material and lecture, including videos, lecture slides, and readings. Quiz dates are in the "Course Dates, Topics, and Assignments" table located at the end of the syllabus. *No make-up quizzes will be given.* Quizzes will be worth 10 points each for 100 total possible points, about 33% of your final grade.

4.   *Class presentation*
At the end of the course, you will give an in-class presentation about a specific culture of your choosing. The culture you choose must be approved by me no later than the midterm point of the semester. The main purposes of the final presentation is to explore in deeper detail a culture that is of interest to you (Course Goal 1), improve communication skills (Course Goal 2), and identify and use credible sources (Course Goal 3). The final presentation will be worth 50 points (about 17% of final grade). Please see Appendix A for a more detailed description of the presentation.

5.   *Extra credit opportunity*
For an opportunity to earn up to 10 points extra credit you are encouraged to bring up to ten current-affairs articles (within the past year) from a magazine, newspaper, or Internet source that are related to the information covered in class (up to one article per class period will be accepted). The purpose of this exercise is to facilitate your understanding of the relationship between information covered in the course and events happening in the world. Some examples of articles include editorials, current events, and book releases (if you need suggestions of where to begin looking, please talk to or email me). To receive full credit for each article, please 1) include a citation (where you found the article), and 2) attach a 5-7-sentence explanation of how the article relates to a theory or concept related to the course. At the beginning of each class you will be given the opportunity to share your article with the class (this is optional). Please place your article review (with the citation) on GeorgiaVIEW.

Grades

The assignments above are worth a total of 300 points. At the end of the semester all earned points will be added together and will be divided by the total possible number of points (300 points) and then multiplied by 100. This produces the percentage of the total points that you have earned during the semester.

Final letter grades will be assigned as percentage cutoffs:
- A = 90% or higher
- B = 80.0% to 89.9%
- C = 70.0% to 79.9%
- D = 60.0% to 69.9%
- F = less than 60%
- I = Did not complete course requirements due to a documented emergency.

Policies

Academic Integrity
All GSW policies pertaining to student life and conduct, including student conduct and academic integrity, apply to this class. Cheating on exams, plagiarism, or any other type of academic misconduct will not be tolerated in this course. Please see the GSW web page on academic integrity for details and definitions, under the heading "Academic Dishonesty":
https://www.gsw.edu/campus-life/resourcesinformation/studenthandbook/academic-information

If a student in this class violates the academic integrity policy on any assignment, at my discretion, the student may be given a score of zero on the assignment in question, may be required to rewrite the assignment, and/or may be given a grade of F in the course. Turnitin.com (www.turnitin.com) will be used to ensure that Academic Integrity Policies are being adhered. Once registered for turnitin.com the website retains an electronic copy of all materials submitted in their database.

Accommodations
A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, he or she must contact the Office of Disability Services, (https://gsw.edu/academics/academic-resources/disability-services/index) to receive these accommodations and modifications. The Office of Disability Services is located on the third floor of Sanford Hall, and the phone number is 229-931-2661.

Title IX Policy
Title IX of the Education Amendments of 1972 is a federal law that prohibits sex-based discrimination in any federally funded educational program or activity. By policy, I'm required to report to our Title IX Compliance Officer any observed or reported incidents that could interfere with someone's ability to complete their education based on their sex, including but not limited to sexual assault, intimate partner violence, stalking, exhibitionism, voyeurism, physical and verbal sexuality-based threats, and discrimination or harassment based on sex, gender identity, and/or gender expression. *Please note that this means I will have to report incidents that happened off-campus or before beginning college, such as prior sexual abuse.* Please visit the HR Title IX webpage, https://gsw.edu/resources/facultyandstaff/hr/titleixcompliance/policy-and-procedures for more information.

Absences
If you must be absent for religious reasons, because you are involved in University-level athletics, or some other excused reason, inform me of the conflict **before** your absence.

E-mail
GSW e-mail account (Radar) is the official method of communication between you and the university, and it is crucial that you check your accounts frequently.

Writing Center
The University Writing Center, located in ACE 104, is a helpful resource for students through all stages of the writing process, from generating ideas to drafting a final copy. Because improving one's writing at any level is aided by attentive readers, all writers are encouraged to visit the Center. Writing consultants are available for face-to-face or online consultations. You can contact a consultant at writing.center@gsw.edu or (229) 931-4305. Appointments can also be made at the GSW Writing Center website (http://gsw.edu/writingcenter).

Respect for Others
We must work together, in a cooperative way, if this class will be a successful one. GSW has established a policy that prohibits disruptive student behavior in classes. Please visit the Student

[Conduct Guide](https://www.gsw.edu/campus-life/resourcesinformation/studenthandbook/student-conduct-code) (https://www.gsw.edu/campus-life/resourcesinformation/studenthandbook/student-conduct-code) for more information.

Course Dates, Topics, and Assignments

Day	Topic	Assignments
Jan 9 to Jan 18	Introduction	Syllabus Biswas-Diener, R., & Thin, N. (2017). Culture. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology.* Champaign, IL: DEF publishers. doi:nobaproject.com. (http://noba.to/y9xcptqw) Annenberg Learner (2001). *Discovering psychology*: C*ultural psychology* [Video file]. Retrieved from http://www.learner.org/series/discoveringpsychology/26/e26expand.html Quiz 1 Due (Jan. 18)
Jan 23	Research in Cultural Psychology	Cheung, F.M., & Cheung, S.F. (2003). Measuring personality and values across cultures: Imported versus indigenous measures. *Online Readings in Psychology and Culture, 4*(4). (https://doi.org/10.9707/2307-0919.1042) van de Vijver, F.J. (2009). Types of comparative studies in cross-cultural psychology. *Online Readings in Psychology and Culture, 2*(2). (https://doi.org/10.9707/2307-0919.1017) Foxcroft, C.D. (2011). Ethical issues related to psychological testing in Africa: What I have learned (So far). *Online Readings in Psychology and Culture, 2*(2). (https://doi.org/10.9707/2307-0919.1022) Paper 1 Due (Jan 23)
Jan 25 to Feb 1	Culture and Cognition	Keil, F.C. (2013). The roots of folk biology. *Proceedings of the National Academy of Sciences of the United States of America, 110*(40), 15857-15858. doi:10.1073/pnas.1315113110 (http://www.pnas.org/content/110/40/15857.extract) Levine, R.V. (2017). Time and culture. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology.* Champaign, IL: DEF publishers. doi:nobaproject.com (http://noba.to/g6hu2axd) Adelson, R. (2005). Hues and views. *Monitor on Psychology, 36*(2), 26. (http://www.apa.org/monitor/feb05/hues.aspx)

		Quiz 2 Due (Feb. 1)
Feb 6 & Feb 8	Culture and Language	Chiu, C. (2011). Language and culture. *Online Readings in Psychology and Culture, 4*(2). (https://doi.org/10.9707/2307-0919.1098) Altarriba, J. (2002). Bilingualism: Language, memory, and applied issues. *Online Readings in Psychology and Culture, 4*(2). (https://doi.org/10.9707/2307-0919.1034) Guest speaker: Director of the GSW English Language Institute Paper 2 Due (Feb. 8)
Feb 13	Developmental Psychology and Culture	Albert, I., & Trommsdorff, G. (2014). The role of culture in social development over the life span: An interpersonal relations approach. *Online Readings in Psychology and Culture, 6*(2). (https://doi.org/10.9707/2307-0919.1057) Chen, C.S., & Farruggia, S. (2002). Culture and adolescent development. *Online Readings in Psychology and Culture, 6*(1). (https://doi.org/10.9707/2307-0919.1113) Eyetsemitan, F. (2002). Life-span developmental psychology: Midlife and later years in western and non-Western societies. *Online Readings in Psychology and Culture, 6*(2). (https://doi.org/10.9707/2307-0919.1058) Quiz 3 Due (Feb. 13)
Feb 15	Culture and Morality	Sunar, D. (2002). Psychology of morality. *Online Readings in Psychology and Culture, 2*(1). (https://doi.org/10.9707/2307-0919.1012) Cohen, A.B. (2011). Religion and culture. *Online Readings in Psychology and Culture, 4*(4). (https://doi.org/10.9707/2307-0919.1108) Douglas, M. (1983). Morality and culture. *Ethics, 93*(4), 786-791. (http://www.jstor.org/stable/2380684) Quiz 4 Due (Feb. 15)
Feb 20 & 22	Cultural Psychology as Applied to the Refugee Crisis	Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. *Online Readings in Psychology and Culture, 8*(1). (https://doi.org/10.9707/2307-0919.1073)

		Pace, M.B., Quinn, C., Walker, T. (Producers), & Quinn, C. (Director). (2007). *God grew tired of us* [Motion picture]. Culver City, California: Sony Pictures Home Entertainment. (Note: This movie is not open access. It will be shown in class on February 20) Paper 3 Due (Feb. 22)
Feb 27 & Mar 1	Culture and Relationships	Adamopoulos, J. (2002). Perception of interpersonal behaviors across cultures. *Online Readings in Psychology and Culture, 5*(4). (https://doi.org/10.9707/2307-0919.1050) Georgas, J. (2003). Family: Variations and changes across culture. *Online Readings in Psychology and Culture, 6*(3). (https://doi.org/10.9707/2307-0919.1061) Karandashev, V. (2015). A cultural perspective on romantic love. *Online Readings in Psychology and Culture, 5*(4). (https://doi.org/10.9707/2307-0919.1135) Baumgarte, R. (2016). Conceptualizing cultural variations in close friendships. *Online Readings in Psychology and Culture, 5*(4). (https://doi.org/10.9707/2307-0919.1137) Quiz 5 Due (Mar. 1)
Mar 6 & 8	Culture and Emotion	Tsai, J. (2017). Culture and emotion. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology.* Champaign, IL: DEF publishers. doi:nobaproject.com. (http://noba.to/gfqmxtyw) Matsumoto, D., & Hwang, H.S. (2011). Reading facial expressions of emotion. *Psychological Science Agenda.* (http://www.apa.org/science/about/psa/2011/05/facial-expressions.aspx) Altarriba, J., Basnight, D.M., & Canary, T.M. (2003). Emotion representation and perception across cultures. *Online Readings in Psychology and Culture, 4*(4). (https://doi.org/10.9707/2307-0919.1033) Quiz 6 Due (Mar. 8)
Mar 13 & 15	Spring Break: No Class	
Mar 20 & 22	Culture and Personality	McCrae, R.R. (2002). Cross-cultural research on the five-factor model of personality. *Online Readings in Psychology and Culture, 4*(4). (https://doi.org/10.9707/2307-0919.1038)

		Influences of culture and gender on personality. (n.d.). In *Boundless*. Retrieved from https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/personality-16/introduction-to-personality-76/influences-of-culture-and-gender-on-personality-320-12855/ Oliver, P.J., & Soto, C. (2016). The big five project personality test. Retrieved from https://www.outofservice.com/bigfive/ Paper 4 Due (Mar. 22)
Mar 27 & 29	Culture and Gender	Brown, C.S., & Jewell, J.A. (2017). Gender. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology.* Champaign, IL: DEF publishers. doi:nobaproject.com. (http://noba.to/ge5fdhba) Medicine, B. (2002). Directions in gender research in American Indian societies: Two spirits and other categories. *Online Readings in Psychology and Culture, 3*(1). (https://doi.org/10.9707/2307-0919.1024) Quiz 7 Due (Mar. 29)
Apr 3	Culture and Sexuality	Human sexuality and culture. (n.d.). In *Boundless*. Retrieved from https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/gender-and-sexuality-15/sexuality-415/human-sexuality-and-culture-299-12834/ Gomez, C.A. (1995). Culture and sexual behavior. *Focus, 10*(4), 5-6. (https://www.ncbi.nlm.nih.gov/pubmed/11362584) Quiz 8 Due (Apr. 3)
Apr 5 & 10	Culture and Health	Thomas, S.B., Fine, M.J., & Said, A.I. (2004). Health disparities: The importance of culture and health communication. *American Journal Public Health, 94*(12), 20150. (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448585/) Aboud, F.E. (2011). Cultural perspectives on the interactions between nutrition, health, and psychological functioning. *Online Readings in Psychology and Culture, 10*(1). (https://doi.org/10.9707/2307-0919.1077) Guest speaker from Phoebe Putney's Migrant Health Clinic Quiz 9 Due (Apr. 10) Paper 5 Due (Apr. 10)

| Apr 12-19 | Culture and Mental Well-Being | Suh, E.M., & Oishi, S. (2002). Subjective well-being across cultures. *Online Readings in Psychology and Culture, 10*(1). (https://doi.org/10.9707/2307-0919.1076)

O'Neil, D. (2010). Culture specific disorders. Retrieved from http://anthro.palomar.edu/medical/med_4.htm

Marsella, A.J. (2003). Cultural aspects of depressive experience and disorders. *Online Readings in Psychology and Culture, 10*(2). (https://doi.org/10.9707/2307-0919.1081)

Pedersen, P.B. (2002). The making of a culturally competent counselor. *Online Readings in Psychology and Culture, 10*(3). (https://doi.org/10.9707/2307-0919.1093)

Vontress, C.E. (2003). Culture and counseling. *Online Readings in Psychology and Culture, 10*(3). (https://doi.org/10.9707/2307-0919.1092)

Quiz 10 (Due Apr. 19) |
| Apr 24-May 9 | Class Presentations | |

<div align="center">

Appendix A

Final Presentation Guidelines
</div>

Overview

The purpose of the final project is to closely examine a specific culture of interest in terms of several key topics we covered throughout this semester. To do this, you will select a cultural group you want to know more about and describe in detail examples of <u>four</u> key areas that have been shaped by culture.

Choosing a Culture

I encourage you to select a culture found predominantly outside the United States, but if you decide to choose one within the US, please select one that is not mainstream. You can run your culture by me if you are not sure if it will be acceptable, or you can talk with me about ideas of choosing a culture if you are having trouble coming up with one.

Cultural Influence on Four Key Areas

After you have selected a culture of interest, address how culture has shaped *four* of the following areas:

- Cognition
- Perspectives of human development
- Morality
- Social and familial relationships
- Gender constructs
- Expression of emotion
- Health
- Mental illness

The purpose is not to provide a comprehensive description of cultural influences for each of these areas, but rather provide an in-depth look at one facet and/or example of each of these areas. For example, for cognition, you can focus on biological understanding *or* perceptions of time *or* understanding of directions (or another facet not discussed in class). Because you will only be choosing one example/aspect of each area, aim to provide sufficient detail for each area. For example, your description should go beyond the basic description, "Japanese view more objects, both living and non-living, as alive than people from Western cultures do." and should include a more detailed description of the phenomenon, how the phenomenon compares to other cultures, and a theory about *how* culture has shaped this phenomenon. This last point is very important: You should aim to describe cultural forces, whether it be economic, religious, linguistic, geographic, or something else, that have influenced the development of this cultural perspective. Please let me know if you are having trouble with any of these points, and I will try my best to guide you in the right direction.

Presentation Format
The presentation should consist of the following:

- *An in-class presentation (on your assigned presentation date).* The presentation is an opportunity to share what you found. You should prepare a slide presentation summarizing your project. Aim to spend about a minute describing the culture, a minute for each aspect, and a minute for your conclusion. The entire presentation should last for 25 minutes—20 minutes for your presentation and five minutes for questions.

- *Handout summary for classmates.* On the day of the presentation, please bring an accompanying handout with a summary of your findings. The handout should be about two pages long.

Finding Credible Sources
You will need to draw from a range of sources—websites, scholarly articles, books, videos—to provide a description of how culture has influenced each of the above points. There is no minimum of number of sources, and all sources should be credible. If you have questions about what constitutes a "credible" resource, please consult this helpful website, http://writingcenter.appstate.edu/sites/writingcenter.appstate.edu/files/Credible%20v%20Non-Credible%20Sources13.pdf