<u>**PSYC 379 - <u>Applied Cross-Cultural Psychology</u>**</u>
Course Syllabus - Spring 2013
Deepti Gupta, Ph.D.

Instructor:	Deepti Gupta, Ph.D.	Office:	Rm 1031 David King Hall
Phone:	703-993-4712 (shared lab)	Office Hours:	MW 10:15-11:30 + by appt.
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Schedule   **MW 9:00-10:15am**   **Location:**   **Rm 120 Planetary Hall**

Course Description & Goals

The applied cross-cultural psychology course will comprehensively review important landmarks in cross-cultural research, showing how culture impacts people and psychology as a discipline. The course will emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, memory, problem solving, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society. It will include topics such as comparison of psychology's goals and assumptions in Western and other cultures, and integration of course materials into the educational and career goals of students. It will help students apply an awareness of global issues to a consideration of individual or collective responsibilities within a global society. Students will participate in projects that explore the concept of culture and its relationship to psychological development. Students will learn to appreciate the ways in which one's behavior, thinking, emotion, language, health, and development are cultural products.

Required Reading

1) Matsumoto, D., & Juang, L. (2012). *Culture and Psychology* (5th Ed.). New York, NY: Cengage Learning.

2) Selected articles listed below. (+ indicates optional, * indicates required)

Course Requirements, Activities, and Assignments

1)   **Attendance/ Class Participation/ Online Discussion**. Attendance is always expected. This is a course that builds on itself and requires attendance for being actively engaged in class activities and online discussions. Students are required to manage time to meet obligations, and are responsible for material covered in their absence. Participation assumes that you have read course material before class, you have completed project/assignments on time, and you are prepared to be involved in class and in small group discussions. Active participation in the online discussions will also contribute to attendance points.

2)   **Project.** You are provided with three different project options, and you need to choose to do **ONE**. This assignment requires every student to submit a 5 to 8 page write-up in APA style, completing the questions and requirements of the project.

Option 1: **<u>Your Name and Your Culture</u>**
We seldom choose our names. Somebody else—usually our parents—decides how to name us. Do you think that your name may reflect to some degree your culture as well as your individual personality? Answer the following questions.
Step 1. What is your name? Do you have a first and a second (third or fourth) name? Explain how your names were given to you and why. What do your names mean? How do people who know you call you? How do you like to be called and why?
Step 2. Describe how the names are given in your culture. For example, in the U.S. south it is somewhat common to give two (or even more) first names. In Russia, India, Ethiopia or many other countries, your middle name is commonly the first name of your father. Do you think your name represents the culture with which you identify yourself? If you have to live in a different country, would you consider changing your name so that it sounds culturally more appropriate (or have you already done this and why?)?
Step3. Do you like your name? How do you feel about it? How do strangers treat you when they hear your first and last name? Do you think your name reflects your individual personality/culture? If yes, in which way?

Option 2: **<u>Develop Critical Thinking Skills Working with Original Sources</u>**
Read this article: Kim, H. (2002). We talk, therefore we think? A cultural analysis of the effect of talking on thinking. *Journal of Personality and Social Psychology, 83*(4), 828–842. (Or another EMPIRICAL article approved in advance by the instructor). Answer the underlying questions:
- What was the research topic selected in this study?
- What were the samples selected for this study?

- In your view, were these samples representative (did they resemble the population in the studied countries)?
- What was the main method used in this study?
- How substantial were the differences found in this study?
- What conclusions does the author make? What explanations does the author offer?
- Could you give your own explanations and critiques?
- How does the content relate to your own life?

Option 3: **Movie critique with a reflection on cultural nuances**
Watch one of the selected movies [My big fat Greek wedding (2002); Bend it like Beckham (2002); Keeping the Faith (2000); School Ties (1992); The Namesake (2006); East is East (2000); Walkout (2006); Bride and Prejudice (2004)] and evaluate it in terms of cultural nuances. Talk about differences in the dominant and immigrant culture, and discuss how cultural/ religious beliefs reflect on environmental and sociocultural demands placed on immigrant families' youth. Support your observations and understanding of cultural/ racial stereotypes with empirical findings from class readings/ cross-cultural research.

3) **Debate.** You have to choose **ONE** of the two topics of debate from the following textbook: D'Angelo, R. & Douglas, H. (2008). *Taking Sides – Clashing views in Race and Ethnicity* (6th Ed.).McGraw Hill: Iowa. Topics are:
a) Do Americans need a common identity? Pg. 2
b) Are Asian Americans a Model Minority? Pg. 126

4) **Readings.** A list of required, as well as optional supplemental recommended readings is provided at the end of the syllabus. Students are responsible to acquire the readings from Blackboard and read them before class.

5) **Exams/ Final.** There will be four exams and the best THREE will count toward your final grade in class. Each exam will consist of multiple-choice questions, true/ false statements, and probably a few short answer questions. This means there are NO make-up exams. Any exam missed will be the one dropped.

Course Technology Use

To maximize learning, participation, respect and courtesy for others, it is the policy of this course that phones will be OFF during the course (no texting or cell phone use of any kind; in the event of cell phone use, there will be negative points on attendance). Also laptop computer/tablet use in the classroom is also NOT allowed unless it is lead by the instructor. Students who need to take class notes on computer can do so but they must arrange to do so with the instructor.

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices form the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

We will be using Blackboard to facilitate our discussion and materials exchange both inside and outside of class this semester. Students are encouraged to post whatever questions, answers, tips, issues, problems, suggestions, whatever, as often as they like throughout the semester. Posts relevant to the topic of the week are particularly encouraged. Access the course website through https://mymason.gmu.edu. The following will go on there:

1) Course Materials - Various course materials (syllabus, weekly readings, guidelines/grading criteria) are/ will be available.

2) Online discussion - Discussion of and reflection on course content, inside and outside of class, is critical for sustained student learning and motivation.

3) Online Grade Checking - Students can see their exam grades, discussion points, and project score periodically during the course.

Grade scale

96%+ A+	83-85% B	70-72% C−
92-95% A	80-82% B−	67-69% D+
89-91% A−	77-79% C+	63-66% D
86-88% B+	73-76% C	60-62% D−

Grading Procedures

Students' final grades will be determined as follows:

• Class participation	10%	(10 pts)
• Project	25%	(25 pts)
• Debate	5%	(5 pts)
• Exams	60%	(3 x 20 pts)

The Honor Code

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code. (http://academicintegrity.gmu.edu/honorcode/ For purposes of clarity, the following guidelines for plagiarism will be used in this course for the writing of the paper:

Plagiarism =
- Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].
- Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).
- Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.
- Using the same paper for this course which has been (or will be) turned in for another course.

The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation. Violations of the Honor Code will not be tolerated in this course and will be reported according to GMU procedures.

Accommodation for Students with Disabilities

It is the policy of the University and this instructor to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact the Disability Resource Center ASAP http://ods.gmu.edu. All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course. If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office.

Tentative Course Outline

Date	Topic(s)	Required Reading(s)
Mon – Jan 21	**MARTIN LUTHER KING DAY – NO CLASS**	
Wed – Jan 23	An Introduction to Culture & Psychology	Chapter 1
Mon – Jan 28	Cross-cultural Research Methods	Chapter 2
Wed – Jan 30	Enculturation	Chapter 3; Sam & Berry (2010)
Mon – Feb 4	Culture & Developmental Processes	Chapter 4; Spicer (2010)
Wed – Feb 6	Culture, Parenting & Siblings	McGuire & Shanahan (2010); Pomerantz & Wang (2009)
Mon – Feb 11	Culture & Sleeping Patterns	Morelli et al. (1992); Review session
Wed – Feb 13	**Chapters 1- 4 and readings**	**Exam 1**
Mon – Feb 18	Culture & Emotions	Chapter 8
Wed – Feb 20	Culture & Emotions	Chen et al. (1998)
Mon – Feb 25	Culture & Gender	Chapter 6; Kulik (2006)
Wed – Feb 27	Culture & Gender	McKinley (1999)
Mon – Mar 4	Culture & Brain	Ambady & Bharucha (2009); Tomasello (2000)
Wed – Mar 6	Culture & Cognition/ Thinking	Chapter 5; Kim (2002)
Mon – Mar 11	**SPRING BREAK – ENJOY!!**	
Wed – Mar 13		
Mon – Mar 18	Culture & Schooling/ Teaching Styles	Stigler & Stevenson (1991); Review session
Wed – Mar 20	**Chapters 5, 6, 8 and readings**	**Exam 2**
Mon – Mar 25	Culture, Communication & Language	Chapter 9
Wed – Mar 27	Nonverbal Communication & Bilingualism	Molinsky et al. (2005)
Mon – April 1	Culture & World Health	Chapter 7
Wed – April 3	Culture & Psychological Disorders	Chapter 11; Peleg-Popko (2003)
Mon – April 8	Culture & Personality	Church (2010)
Wed – April 10	Culture & Emerging Adulthood	Nelson & Chen (2007)
Mon – Apr 15	**Chapters 7, 9, 11 and readings**	**Exam 3**
Wed – April 17	*NO CLASS! Conference calling… ☺*	Debate paper to be written
Mon – April 22	Culture, Self & Identity	Chapter 13; *Debate paper due in class in HARD copy*
Wed – April 24	Culture & Social Behavior	Chapter 14
Mon – April 29	Culture & Social Norms	Gelfand (2012)
Wed – May 1	Culture & Organizations	Chapter 15; *Guest Lecture*
Mon – May 6	**Review Session**	**Project due in class in hard copy (NO emails please)**
Mon – May 13	**Cumulative FINAL**	**Exam 4; Rm 120 Planetary Hall; Time: 7:30 am – 10:15 am**

Required ^(*) Readings (all available on Blackboard)

* Ambady, N., & Bharucha, J. (2009). Culture and the brain. *Current Directions in Psychological Science, 18*(6), 342-345.

* Chen et al. (1998). Child-rearing attitudes and behavioral inhibition in Chinese and Canadian toddlers. *Developmental Psychology, 34*(4), 677-686.

* Church, A.T. (2010). Current perspectives in the study of personality across cultures. *Perspectives on Psychological Science, 5*(4), 441-449.

* Gelfand, M.J. (2012). Culture's Constraints: International differences in the strength of social norms. *Current Directions in Psychological Science, 21*(6), 420-424.

* Kim, H.S. (2002). We talk, therefore we think? A cultural analysis of the effect of talking on thinking. *Journal of Personality and Social Psychology, 83*(4), 828-242.

* Kulik, L. (2006). Gender, gender identity, ethnicity, and stereotyping of children's chores: The Israeli case. *Journal of Cross-Cultural Psychology, 37*(4), 408-420.

* McGuire, S. & Shanahan, L. (2010). Sibling experiences in diverse family contexts. *Child Development Perspectives, 4*(2), 72-79.

* McKinley, N.M. (1999). Women and objectified body consciousness: mothers' and daughters' body experience in cultural, developmental, and familial context. *Developmental Psychology, 35*(3), 760-769.

* Molinsky, A.L., Krabbenhoft, M.A., Ambady, N., & Choi, Y.S. (2005). Cracking the nonverbal code: Intercultural competence and gesture recognition across cultures. *Journal of Cross-Cultural Psychology, 36*(3), 380-395.

* Morelli, G.A., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variations in infants' sleeping arrangements: Questions of independence. *Developmental Psychology, 28*(4), 604-613.

* Nelson, L.J., & Chen, N. (2007). Emerging adulthood in China: The role of social and cultural factors. *Child Development Perspectives, 1*(2), 86-91.

* Peleg-Popko, O., Klingman, A., & Nahhas, I.A. (2003). Cross-cultural and familial differences between Arab and Jewish adolescents in test anxiety. *International Journal of Intercultural Relations, 27*, 525-541.

* Pomerantz, E.M. & Wang, Q. (2009). The role of parental control in children's development in western and East Asian countries. *Current Directions in Psychological Science, 18*(5), 285-289.

* Sam, D.L., & Berry, J.W. (2010). Acculturation: When individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science, 5*(4), 472-481.

* Spicer, P. (2010). Cultural Influences on Parenting. *Zero to Three.*

* Stigler, J.W. & Stevenson, H.W. (1991). How Asian teachers polish each lesson to perfection. *American Educator.*

* Tomasello, M. (2000). Culture and cognitive development. *Current Directions in Psychological Science, 9*(2), 37-40.

Recommended ⁽⁺⁾ Readings

+ Friedlmeier, W. & Trommsdorff, G. (1999). Emotion regulation in early childhood: A cross-cultural comparison between German and Japanese toddlers. *Journal of Cross-Cultural Psychology, 30*(6), 684-711. (A shorter version is available)

+ Han, J.J., Leichtman, M.D., & Wang, Q. (1998). Autobiographical memory in Korean, Chinese, and American children. *Developmental Psychology, 34*(4), 701-713.

+ Izard, C.E. (1994). Innate and universal facial expressions: Evidence from developmental and cross-cultural research. *Psychological Bulletin, 115*(2), 288-299.

+ Jenson, L.A. (2012). Bridging universal and cultural perspectives: A vision for developmental psychology in a global world. *Child Development Perspectives, 6*(1), 98-104.

+ Kashima et al. (2011). Culture- and gender-specific implications of relational and collective contexts on spontaneous self descriptions. *Journal of Cross-Cultural Psychology, 42*(5), 740-758.

+ Kim, U., Park, Y., & Park, D. (2000). The challenge of cross-cultural psychology. *Journal of Cross-Cultural Psychology, 31*(1), 63-75.

+ Matsumoto, D. (1990). Cultural similarities and differences in display rules. *Motivation and Emotion, 14*(3), 195-214.

+ Park, D.C., & Huang, C. (2010). Culture wires the brain: A cognitive neuroscience perspective. *Perspectives on Psychological Science, 5*(4), 391-400.

+ Sriram, S., & Chaudhary, N. (2004). An ethnography of love in Tamil family. *Culture & Psychology, 10*(1), 111-127.

+ Tamis-LeMonda et al. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. *Social Development, 17*(1), 183-209.

+ Thompson, R.A. (2012). Changing societies, changing childhood: Studying the impact of globalization on child development. *Child Development Perspectives, 6*(2), 187-192.

+ Varela, R.E., Steele, R.G., & Benson, E.R. (2007). The contribution of ethnic minority status to adaptive style. *Journal of Cross-Cultural Psychology, 38*(1), 26-33.

+ Yali, A.M., & Revenson, T.A. (2004). How changes in population demographics will impact health psychology: Incorporating a broader notion of cultural competence into the field. *Health Psychology, 23*(2), 147-155.