
PSYC 379 – Applied Cross-Cultural Psychology

Spring 2016

This syllabus may change.

This syllabus has been updated as of 12/21/2015

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Textbook

There is no textbook for this course. Information will be presented in course lectures & articles

Course Overview

Welcome to Applied Cross-Cultural Psychology! This course provides an overview of the theoretical and empirical developments currently defining the field of cross-cultural psychology. The course will focus on the installation of cultural values, with an emphasis on how stigma and stereotypes disrupt/reinforce health and well-being. The course will also emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, perception, intelligence, emotion, socialization, and mental health. Students will gain an understanding of explicit and implicit cultural messages, and how an individual's views about themselves, others, and the world around them can be shaped by these messages. The course is primarily conducted in the classroom, with several experiential exercises assigned throughout the semester. Course objectives include increasing students' understanding of how culture influences mental processes and behavior, and enhancing students' knowledge about cross-cultural research.

Course Goals

As the course instructor, I have several goals for each student to work toward during this semester:

- 1) An awareness of the hidden and obvious gender biases in the study of human behavior and an appreciation of the complexity of the research on gender issues
- 2) Clarification of the nature and development of gender differences and gender roles
- 3) Development of critical thinking and skill in evaluating gender in the media
- 4) Development of an intellectual tolerance and respect for others' viewpoints
- 5) Development of self-understanding and empowerment, appreciating that we need not be constrained by traditional gender roles and stereotypes

Course Format

This course will be presented through lectures and experiential assignments. Each topic of the course is covered in a module. Information will be presented in videos, articles, and lectures. The articles can all be accessed through BlackBoard. Students are responsible for understanding all of the information presented in articles, lectures, and videos. These assignments are designed to ensure that students have an understanding of the core course content, as well as an ability to participate in classroom discussions in order to enrich their overall understanding of cross-cultural issues. These assignments will be due at specific dates throughout the semester (see Course Schedule at bottom of syllabus for a list of due dates). Students will also complete an experiential project examining cultural bias and assumptions (see below for more information regarding this project). At the end of the semester, students will complete a cumulative final exam to ensure a complete and thorough understanding of all course materials.

Lectures

As stated above, this course will deliver content via lectures with accompanying articles and/or videos. These lectures will include key terminology, important concepts, and detailed information. Students are responsible for understanding all of the audio and visual-based information presented in the syllabus.

Students should use the articles to supplement their knowledge and understanding of the information presented in the lectures. If students are unsure about a specific concept, they should first consult the articles for more information regarding this topic. If they are still unsure about a topic, they may contact the instructor.

***All assignments are due at 11:59 pm on the day they are due.**

If a task is due on 1/20/16, it MUST be submitted before 11:59pm on 1/20/16 in order to be graded.

Participation

Students are required to participate in in-class discussions and exercises throughout the semester, including some exercises that require preparation before class. Students are expected to read assigned materials prior to class to fully engage in class discussion and activities.

Module Quizzes

After reviewing the materials for each module, students must complete an online module quiz, located on Blackboard. These quizzes will be primarily based on materials from the lectures and articles, but may also test content from assigned videos. Students will only have one opportunity to complete this quiz, and once they submit their answers, their grades will be posted automatically to Blackboard. These quizzes will be multiple-choice, and students will be given a limited amount of time to complete these quizzes. However, **you may access your notes during ALL ASSIGNMENTS** (including quizzes and the final), but each question has a time limit, so use your time wisely!

Students will not be able to complete a quiz after midnight of the assigned due date under any circumstance! Students who fail to complete a chapter quiz in the appropriate amount of time will automatically receive a grade of 0%. Students will be allowed to drop their single lowest quiz grade. This is done to account for any unforeseen circumstances that may prevent a student from submitting the quiz on time. As stated previously, students are encouraged to complete the chapter quizzes well before the due date to ensure that they do not miss a quiz. Again, there will be NO exceptions for late work.

After dropping the lowest chapter quiz grade, these chapter quizzes will account for 20% of a student's overall final grade in the course.

Worksheets

Students will be required to complete 1 or 2 worksheets for each module. These worksheets will be graded for completion, and no formal feedback will be offered. These worksheets will be presented in class, but must be submitted through BlackBoard. Even if you miss a class, you are still responsible for completing any worksheets assigned for that class (see Course Schedule below). Students will be allowed to drop their single lowest worksheet grade. This is done to account for any unforeseen circumstances that may prevent a student from submitting the worksheet on time. These must be completed before the due date to be considered for grading. No late work will be accepted.

Rubric – Worksheets

5- Paper included sufficient and well-written answers for each question

5- Paper contained to appropriate formatting, grammar, and spelling, including citations as needed

Extra Credit

I will be offering two extra credit worksheets to be applied to the Midterm project, since that assignment is worth 25% of your grade. These assignments can be found on BlackBoard and are due at the dates noted on the Course Schedule below.

Midterm Project – *Shopping for Cultural Values*

adapted from (Goldstein, 2008)

For this project, students will conduct a field study in which they are required to go into the community in which they live. Throughout this course, students have been asked to examine their cultural values, as well as those in other cultures. Sometimes, it can be easier to identify values of groups that are more foreign rather than values that permeate our own lives. This activity is designed to give you some perspective on the values of the dominant culture in your society by having you explore a neighborhood supermarket or grocery store.

Select a supermarket or grocery store that is part of the dominant culture. Plan on spending 30-60 minutes making your observations. Take careful notes about the shoppers, the products available for purchase, and the layout of the store so that you can complete the assignment outlined as described on BlackBoard.

Papers must be one-to-two pages, single-spaced with 12-point Times New Roman Font. They must use standard formatting. Please include at least 3 terms/concepts from class. When you reference these terms in the assignment, you must **bold** the terms to receive full credit. Project #2 must be completed before the due date to be considered for grading. No late work will be accepted. *I will post a sample, ungraded, de-identified worksheet on BlackBoard with this assignment.*

Rubric – Shopping for Cultural Values

15- Paper contained to appropriate formatting, grammar, and spelling

45- Paper included sufficient and well-written answers to questions

15- Paper linked the project experience to at least 3 concepts/terms from class.

25- Paper included sufficient and well-written section on the cultural values that were evident in the supermarket setting

Final Exam

At the end of the semester, students will complete an online cumulative final exam, located on Blackboard. This exam will be based on the material covered throughout this course. The content and format of this exam will be similar to that of the chapter quizzes (all multiple choice). The questions will

not be the same as those encountered on the chapter quizzes! Student should spend ample time studying all of the materials from each of the chapters before embarking on this final exam. Students will only have one opportunity to complete this exam, and once they submit their answers, their grades will be posted automatically to Blackboard. To ensure that students do not cheat, students will be given a limited amount of time to complete this exam and each student will be presented with a different set of questions.

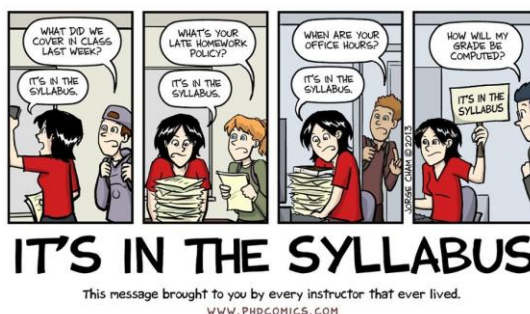
Students must complete this final exam by midnight on the due date assigned to receive credit for this exam. Students who fail to complete this exam by the appropriate time will automatically receive a grade of 0%. There will be NO exceptions. This exam will account for 20% of a student's overall grade in the course.

Grade Breakdown	
All quizzes (<i>dropping the lowest</i>)	20%
Participation	15%
Worksheets	20%
Midterm Project	25%
Final Cumulative Exam	20%
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Total	100%
Grading Scale:	
A+ = 97-100%	B+ = 87-89%
A = 93-96%	B = 83-86%
A- = 90-92%	B- = 80-82%
C+ = 77-79%	D = 60-69%
C = 73-76%	F = <60%
C- = 70-72%	
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Additional Information	
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Email Policies

For questions regarding course content, please email the instructor – rshor@gmu.edu

Please make sure you re-read the syllabus before asking questions about the policies, procedures, or format of the course.



Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors; notices from 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. I can only respond to gmu.edu email addresses, so please only use your Mason email in correspondence with me.

Blackboard: I will post notes, resources, grades, and announcements on Blackboard. You should frequently check Blackboard because you will be responsible for the material posted. Additionally, all assignments will be turned in through Blackboard. To use Blackboard you will need to go to <https://mymasonportal.gmu.edu>.

Honor Code: Coursework is expected to be the student's own original work. Students may use books, notes, and other sources to prepare assignments. Under no circumstances are students to collectively write papers with another student, turn in work previously submitted, or use material from other sources (textbook, websites, journal articles etc.) without proper citation (APA style). This will be considered plagiarism and will not be tolerated. All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code *will be reported* to the Honor Committee for review. I reserve the right to enter a failing grade for any student found guilty of an honor code violation.

NOTE: I am allowing you to reference your notes during quizzes and exams. All assignments for this class are open-note. However, quizzes and the final are timed and will automatically submit when the time is up.

Disability Accommodations: If you are a student with a disability and you need academic accommodations, please contact me and the Disability Resource Center (DRC) (Sub 1, Rm. 4205) at (703) 993-2474. All academic accommodations must be arranged through that office.

Course Schedule

Date	Assignment Due	Content	Articles (see full citations on next page)
1/20/16	Course Begins! Worksheet- <i>Reflecting on Diversity</i>	Read Syllabus & Introduction Module	---
1/25/16	---	Module 1- What is Cross-Cultural Psychology	Rohner, 1984 Stephan & Stephan, 1993
1/27/16	Worksheet- <i>ADDRESSING</i> Quiz #1		---
2/1/16	---		---
2/3/16	---	Module 2- Cultural Values	---
2/8/16	Worksheet- <i>Value Card Sort</i>		Schwartz, 2012 Kohls, 1984
2/10/16	Quiz #2 Worksheet- <i>Microaggressions</i>		Sue et al., 2007
2/15/16	Worksheet- <i>Who Am I?</i>	Module 3- Culture & Identity	---
2/17/16	Worksheet- <i>A Search for Individualism & Collectivism</i>		---
2/22/16	Quiz #3		Markus & Kitayama, 1991 Trafimow, Triandis & Goto, 1991
2/24/16	---	Module 4- Culture, Language, & Communication	
2/29/16	Worksheet- <i>Integration with Multilevel Analysis-Research Findings</i>		Boroditsky, 2001 Lippi-Green, R. 1997
3/2/16	Quiz #4 <i>EXTRA CREDIT:</i> Worksheet- <i>Analyzing Insults</i>		---
3/9/16	SPRING BREAK!		
3/14/16	Worksheet- <i>Culture and Emotion</i>	Module 5- Culture & Emotion	Boellstorff & Lindquist, 2006
3/16/16	Quiz #5		Handout
3/21/16	---	Module 6- Culture & Social Behavior	Thompson & Chow, 2015
3/23/16	<i>Midterm Project Due- Shopping for Cultural Values</i>		---
3/28/16	Worksheet- <i>Analyzing Advertisements</i>		Kilbourne, 2006; reprinted in 2015
3/30/16	Quiz #6		Rguibi, & Belahsen, 2006
4/4/16	---	Module 7- Culture & Psychological Disorders	Watters, 2010
4/6/16	Quiz #7 Worksheet- <i>Culture Specific Disorders</i>		Draguns, & Tanaka-Matsumi, 2003 (see note below, you do not need to read the whole article)
4/11/16	Worksheet- <i>Culture & Psychotherapy</i>	Module 8- Culture & Psychotherapy	Caldwell & Vera, 2010
4/13/16	Quiz #8 <i>EXTRA CREDIT:</i> Worksheet- <i>Exploring Privilege</i>		Mori, 2000
4/18/16	Worksheet- <i>Understanding Your Social and Cultural Environments Impact on Defining Health</i>	Module 9- Culture & Health	Batnitzky, 2011 Brach & Fraserirector, 2000

4/20/16	Quiz #9		Handout
4/25/16	Module Review		---
4/27/16	Cumulative Final Exam	(All Modules)	
5/4/16	Grades Finalized		

****This syllabus is subject to change. Please listen to lectures and monitor the course website regularly to be informed of any changes made to the course.****

****Last day to drop (with 67% tuition penalty) is 2/19/16***

ARTICLES

- Batnitzky, A. K. (2011). Cultural constructions of “obesity”: Understanding body size, social class and gender in Morocco. *Health & place*, 17(1), 345-352.
- Boellstorff, T., & Lindquist, J. (2004). Bodies of emotion: rethinking culture and emotion through Southeast Asia. *ethnos*, 69(4), 437-444.
- Boroditsky, L. (2001). Does language shape thought?: Mandarin and English speakers' conceptions of time. *Cognitive psychology*, 43(1), 1-22.
- Brach, C., & Fraserirector, I. (2000). Can cultural competency reduce racial and ethnic health disparities? A review and conceptual model. *Medical Care Research and Review*, 57(4 suppl), 181-217.
- Caldwell, J. C., & Vera, E. M. (2010). Critical incidents in counseling psychology professionals' and trainees' social justice orientation development. *Training and Education in Professional Psychology*, 4(3), 163-176
- Draguns, J. G., & Tanaka-Matsumi, J. (2003). Assessment of psychopathology across and within cultures: issues and findings. *Behaviour research and therapy*, 41(7), 755-776.
- * You only need to read sections 2(Psychiatric diagnoses in a global perspective) & 3 (Specific mental disorders). This is found on pages 757-767**
- Kilbourne, J. (2015). Jesus is a brand of jeans. *The Humanist*, 75(6), 32.
- Kohls, L. R. (1984). *The values Americans live by*. Meridian House International.
- Lippi-Green, R. (1997). *English with an accent: Language, ideology, and discrimination in the United States*. Psychology Press. Chapter 5.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review*, 98(2), 224-253.
- Mori, S. C. (2000). Addressing the mental health concerns of international students. *Journal of counseling & development*, 78(2), 137-144.
- Rohner, R. P. (1984). Toward a conception of culture for cross-cultural psychology. *Journal of Cross-cultural psychology*, 15(2), 111-138.
- Rguibi, M., & Belahsen, R. (2006). Body size preferences and sociocultural influences on attitudes towards obesity among Moroccan Sahraoui women. *Body Image*, 3(4), 395-400.
- Schwartz, S.H. (2012). An overview of Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2(1), 11-20.
- Stephan, C. W., & Stephan, W. G. (1993). Reducing intercultural anxiety through intercultural contact. *International Journal of Intercultural Relations*, 16(1), 89-106.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *American Psychologist*, 62(4), 271-286.
- Trafimow, D., Triandis, H. C., & Goto, S. G. (1991). Some tests of the distinction between the private self and the collective self. *Journal of personality and social psychology*, 60(5), 649-655.
- Thompson & Chow, (2015). Why It's Hard To Talk About Attraction In Race And Culture.
- Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.
- INTRODUCTION (pp. 1-7)