Cross-Cultural Psychology

PSYC 4332.001
Spring 2017

Professor: Dr. Angela J. Adams
Office: Bay Hall 3.15
E-Mail: Angela.Adams2@tamucc.edu
Office Telephone: 361-825-2394

Office Hours: Tuesday & Thursday 2:00 p.m. – 3:00 p.m.
Wednesday 2:00 p.m. – 6:30 p.m.
By appointment

Class Times and Location: TR 3:30 - 4:45 CI 102

Course Description:
This course is designed to provide students with both a theoretical and a practical understanding of the effects of culture on human thinking, values, and behavior. As such, it is focused on the effects of culture on the nature and behavior of individuals, their adaptations to institutions and environments, and their relations with others within and outside their culture. Knowledge presented in the class is drawn from both qualitative and quantitative research.

Required readings:
The required readings for this course will consist of assigned texts and primary source readings (located on reserve at the Bell Library on campus). A detailed reading list is provided at the end of this document. Be advised that this list may be altered and updated at the instructor’s discretion.


Course Theme:
The theme of the course is to explore key topical areas in psychology from a multicultural, multiethnic perspective. We will explore the role that culture plays in shaping human thought and behavior and simultaneously raise awareness of the range of cultural variation in various aspects of human thought and behavior.

Course Objectives and Related Assessment Goals:
Certain objectives for the course are measurable, others are not. The following are some of the measurable objectives on which student assessment will be based. You will be asked to demonstrate your mastery of these “Student Learning Outcomes” on exams and class assignments:

- Identify and describe topics in psychology that have been studied from a cross-cultural perspective, explaining how these have been shown to be embedded in and therefore shaped by cultural context.
• Identify and describe sociocultural and international contexts that influence individual differences. (APA Objective 8.2)

• Using the discourse of the field, apply the concepts and major theories of the discipline to account for psychological phenomena. (APA Objective 1.2)

• Apply psychological concepts, theories, and research findings as these relate to everyday life. (APA Objective 4.4)

• Seek and evaluate scientific evidence for cross-cultural claims in psychology. (APA Objective 5.3)

• Identify and describe differences between your own and other cultural practices from a non-ethnocentric framework.

Among the intangible course objectives that I hope will, over time, grow out of meeting the measurable objectives listed above, are:

• To develop a deeper understanding of how culture, thought and behavior interact in order to better understand world events and everyday behavior of people from diverse cultures.

• To move from an ethnocentric Western psychological perspective toward a more universal understanding of psychological principles.

• To explore variations in human behavior, while considering common threads among all humans.

• To give you, the student, more insight into your behavior, attitudes, and values being mindful of how your culture has both directly and indirectly molded you into the person you are today.

Course Requirements:

Attendance and Participation: Attendance is required at all class meetings for several reasons. First, this course will be, in part, discussion based (this is part of the participation part!). Therefore, your interpretations, insights, experiences, and point of view will be an integral and necessary part of the class. Each student will be required to contribute in some way to class discussions and I will, in various ways, document your contributions to these class discussions. Therefore, it is essential that you come to class prepared to discuss the readings in great detail. Second, I will sometimes assign in-class work (this is also part of your participation) to be turned in at the end of the class. These assignments cannot be completed outside of class and cannot be made up if you are absent on the day it is assigned. Missed in-class work will be reflected in your participation grade.

Reading and Homework Assignments: The schedule of reading assignments is listed at the end of this syllabus. Reading assignments must be read prior to the class, as they will provide you with a foundation for the lecture and discussion. They will also prepare you for any in-class work we may do. In addition to in-class written assignments, I may assign written homework assignments to be done prior to class. Specific instructions will be given before they are due.

Davis Critique

The Davis text provides unique insights into the struggle to overcome oppression among various groups around the world. It provides a historic perspective while incorporating current events. After reading the entire book, you will Write a four to five page review (cover page and reference page do not count). The document should include the following sections: Summary, Critique, and Application. These sections should consist of the following information:
• Summary – Summarize the Davis text highlighting 4 to 5 points that seemed most alien after reading the book.
• Critique - Identify what you see as weaknesses of the essays. Describe what you perceive as strengths of the essays.
• Application – Describe how you might utilize what you learned from the reading to impact your ecology.

Papers will be due the week following Spring Break. Students will come to class prepared to discuss what they learned from the readings.

**In-class Discussion Leaders:** Throughout the course of the semester, we will devote time to in-depth discussion of the assigned articles and texts. Each class discussion will be led by students assigned to that day who will function as discussion leaders/experts. In preparation for these discussions, the discussion leaders will

1. Prepare a summary of the assigned reading with 2 or 3 questions designed to prompt deeper thought and integration of the assigned readings.
2. Post the summary and questions on BB by noon the day before the discussion

Students who are not assigned to be facilitators are invited to post responses to these summaries and discussion topics/questions on Blackboard. These discussions (both in-class and on Blackboard) along with discussions about the assigned articles, will help prepare you to write your course paper and excel on exams.

**Exams:** There will be **three required exams**. Exams will only cover the material since the previous exam. **The final exam will be optional,** if you have taken the first three exams. If you miss an exam for any reason, you will be required to take the final exam. The final exam can also be used to replace the lowest score from exams 1-3. The exams will include multiple choice, short answer, and/or essay questions regarding topics covered in class discussions on the assigned weekly readings. Exams must be taken during the scheduled time.

**NO MAKE-UP EXAMS OR ASSIGNMENTS WILL BE GIVEN.** Please do not schedule work, appointments, other personal obligations, etc. during class time since these will not be considered excused absences. If you know that you will have to miss an assignment, please proactively make arrangements to submit the work early.

**Blackboard.** We will use Blackboard for posting important class documents. Each student is responsible for information delivered through Blackboard and the associated e-mail.

**Grading:**
1. In-class Participation  
   60 points total (12%)

2. Discussion leader (2 times) 
   40 points (8%)
   - BB Summary: 10 points each
   - In-class discussion leader: 10 points each

3. Exams 
   300 points total (60%)
Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Final Exam Optional – substitute for lowest or missed exam

4. Critique 100 points (20%)
TOTAL* 500 points
*Note: while absolute totals might change, the percentages will remain the same.

Letter Grades will be determined as follows:
A 90-100% Excellent
B 80-89% Very Good
C 70-79% Satisfactory
D 60-69% Pass but unsatisfactory
F (Below 60%) Failure

Course Policies

• The student is responsible for all assigned readings, discussion, and lecture materials. All material may not be covered in class, so keep up with your reading.
• Please read material prior to class so that you are prepared for class discussions.
• All assignments are due at the beginning of the class. NO LATE WORK WILL BE ACCEPTED.
• Please be on time and make sure to TURN OFF ALL CELL PHONES & ELECTRONIC DEVICES.
• Attendance to all class meetings is expected. If you find it necessary to miss class, please note that you will be held responsible for all material covered during the missed class.

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an F in that assignment.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all
instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising.

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me
before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 7 is the last day to drop a class with an automatic grade of “W” this term.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
**Schedule of Readings, Assignments, & Exams**

*NOTE: this schedule is subject to change.*

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<thead>
<tr>
<th>Date</th>
<th>Reading/Assignment</th>
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<tr>
<td>January 19</td>
<td>Introduction</td>
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<tr>
<td>January 24</td>
<td>Chapter 1: Understanding Cross-Cultural Psychology</td>
</tr>
<tr>
<td>January 31</td>
<td>Chapter 2: Critical Thinking in Cross-Cultural Psychology</td>
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<tr>
<td>February 2</td>
<td>Chapter 3: Methodology of Cross-Cultural Research</td>
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<td>February 8</td>
<td>Chapter 4: Cognition: Sensation and Perception, and States of Consciousness</td>
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<td>February 14</td>
<td>EXAM 1 Chapters 1-4 and Readings</td>
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<td>February 16</td>
<td>Chapter 5: Intelligence</td>
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<td>February 23</td>
<td>Chapter 6: Emotion</td>
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<td>February 28</td>
<td>Chapter 7: Motivation and Behavior</td>
</tr>
<tr>
<td>March 2</td>
<td>Chapter 8: Human Development and Socialization</td>
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Manuti, Amelia, Scardigno, Rosa, & Mininni, Giuseppe. (2016), Me, myself, and God: Religion as a psychocultural resource of meaning in later life |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 9</td>
<td>EXAM 2 Chapters 5-8 and Readings</td>
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<tr>
<td>March 13-17</td>
<td>Spring Break</td>
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<tr>
<td>March 21</td>
<td>Davis Critique and Class discussion</td>
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<td>March 23</td>
<td>Chapter 9: Psychological Disorders</td>
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<td>April 4</td>
<td>Chapter 11: Personality and the Self</td>
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<td>April 25</td>
<td>Chapter 12: Applied Cross-Cultural Psychology: Some Highlights</td>
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<td>April 27</td>
<td>Putting it all together – Davis, Shiraev &amp; Levy, &amp; Readings</td>
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<tr>
<td>May 2</td>
<td>EXAM 3 Chapters 10-12 and Readings</td>
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<tr>
<td>May 3</td>
<td>READING DAY</td>
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<tr>
<td>May 4</td>
<td>FINAL EXAM 1:45 p.m. – 4:15 p.m.</td>
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