

# Cross-Cultural Psychology

## Psychology 248

Winter 2017

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Office Hours: M 12:30-2, TH 12-1:30  
or by appointment

How does culture shape psychological phenomena? Are there universal psychological processes or is everything culture-specific? How does the exploration of psychological phenomenon across and within cultures inform our understanding of human behavior? This course examines major theoretical and empirical work in the field of Cultural and Cross-Cultural Psychology. The course is structured in two segments. The first 3/4ths provides background in major topics within the field, following a largely Team Based Learning approach (see below for explanation). The second segment focuses on the creation of an applied product: a web site offering 1) evidence-based content for improving cross cultural interaction, i.e. to promote intercultural competence 2) visual material to engage and educate viewers of your website and 3) analytical critique of the scientific evidence to support your claims.

### Goals for this class:

- 1) Basic grounding in major theoretical and empirical literature
- 2) In depth exploration of at least one major psychological process shaped by culture.
- 3) Critical thinking and cooperation through the Team-Based Learning method
- 4) Ability to convey, to a broad audience, critical and informed assessments of cross cultural phenomenon, using text and visual formats.
- 5) Gain and promote intercultural competence

### Assessment:

*RATs (4 individual and team tests of the assigned readings)	25%
+On-going Cultural Exploration Activity; In-class team assignments and overall participation and attendance	20%
~Group Web Page	25%
Midterm Exam	25%
Final Take Home Essay (optional—if not taken, points will be added to the midterm)	5%

### Explanations:

\* What are RATs? RAT stands for “Readiness Assurance Test” which is an integral component of Larry Michaelson’s Team Based Learning method. RATs are in the form of a multiple choice test; and they are meant to assess and promote comprehension of major concepts covered within a particular learning module (see reading schedule for dates). There are two major differences between this type of test and more typical tests: 1) they assess your *general* knowledge of the assigned readings **before** those topics are covered in class, i.e. at the beginning of a learning module and 2) you’ll take each test twice, once individually and once as a team and receive immediate feedback. Both individual and team scores will determine your grade for this component of assessment: 40% individual; 60% team.

+ On-going Cultural Exploration Activity; and In-class Team Assignments:

*On-going Cultural Exploration Activity:* In order to build a strong contextual base on at least one non-US culture, each of you will explore possible cultures through a systematic process of inquiry throughout the term, eventually narrowing down to a single culture in which you will become an “expert” on a wide-range of components of that culture (customs, values, norms, etiquette, etc.). Using a set of guidelines and prompts, you will explore your chosen culture(s) on your own outside of class. Occasionally, in-class assignments and additional prompts will link to this activity, so it is important to bring your materials to class every day. Information collected for this assignment will ultimately allow you to make an informed choice of culture(s) to address in your final team web-page assignment (see below). **Suggested deadlines and reminders will be noted on Moodle. All materials should be submitted by the deadline as noted under Part II below, including a brief, reflective essay.**

*In-class team assignments:* Building on and deepening your base of knowledge established by the RATs are several team-based assignments that will be completed in class. These assignments and activities will challenge you to apply what you learned from the assigned readings through various in-class activities (e.g. discussion questions, debates, applications and extensions of empirical articles, etc.). Be sure to review more deeply the assigned readings for each day even though you had already prepared for the RAT at the beginning of the learning module. Depending on the activity or assignment, your team’s response to the assignment will be shared with and assessed by the whole class. Therefore, it is important for each member to be well prepared in order to help your team succeed.

~ Group Web page to promote intercultural competence: Each team will select a single cross cultural psychological phenomenon to research in depth and present your findings in a webpage dedicated to teaching a broad, non-expert, audience about this particular cross cultural phenomenon and offer suggestions for promoting effective intercultural interactions. The webpage will contain three components as noted in the introduction above (critical review of the cross cultural evidence on the topic of your choice; a visual aid to support your review; and a set of evidence based recommendations that promote intercultural competence). Specific details will be forthcoming.

NOTE: Since this class depends heavily on group work, peer assessments of each individual team member’s contributions to group projects will be collected and used to make adjustments to individual student grades on group assignments and overall participation. Team members who have been identified by peers as having made an exceptional contribution to the group’s work (e.g. going above and beyond; or doing much less than expected) will receive an adjustment to their individual grade, either up or down, depending on to the nature of their participation. For example, it is possible for all members of the group to receive a boost upwards if the group as a whole performs exceptionally well.

Texts:

Matsumoto, D. & Juang, L.(2013). *Culture and Psychology*. 5<sup>th</sup> ed. Wadsworth: Belmont, CA.

Selections from Online Readings in Psychology and Culture on the International Association for Cross-Cultural Psychology website: <http://scholarworks.gvsu.edu/orpc/contents.html>

Select journal articles as noted, “e-reserve” on the syllabus. These are obtainable through the Carleton library E-reserve system (password: psc).

\*Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy

Christensen, at 222-4464 or [anchrist@carleton.edu](mailto:anchrist@carleton.edu), to begin the process. Carleton faculty are strongly encouraged to wait for official notification of accommodations before modifying course requirements for students. Please let me know well in advance of any exam or assignment due date.

### **Tentative Reading Assignment and Topics**

#### **NOTES:**

- 1. Periodically, additional articles will be added to Moodle--these will NOT be included on RATs.**
- 2. All readings (including those added to moodle) are to be done *prior* to each class period.**
- 3. Please bring your assigned readings to class each day.**

Th 1/5 Introduction to the course

Hand out in class: Wang, Q. (2017). Five myths about the role of culture in psychological research, *Observer*, 20-24.

T 1/10 Theory and Method ***Practice RAT on Today's readings only***

Matsumoto & Juang, Ch. 1, 2 (Intro & Methods)

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede Model in context. In *Online Readings in Psychology and Culture* (Unit 2, subunit 2.1). International Association for Cross-Cultural Psychology:  
<http://scholarworks.gvsu.edu/orpc/contents.html>

#### **Part I: Surveying the topics of Cross Cultural Psychology**

#### **Module I: Becoming cultural – Developmental and Social Influences**

Th 1/12 ***RAT-I*** on ALL readings for Module I

Matsumoto & Juang, Chapter 3 (Enculturation).

Imada, T. (2012). Cultural narratives of individualism and collectivism: A content analysis of textbook stories in the United States and Japan, *Journal of Cross-Cultural Psychology*, 43, 556-591. (e-reserve)

T1/17

Matsumoto & Juang, Chapters 4 (Development).

Watch: “Children Full of Life” <https://www.youtube.com/watch?v=1tLB1IU-H0M>

Rohner, R. P., & Khaleque, A. (2016). Introduction to Interpersonal Acceptance-Rejection Theory (IPARTheory) and Evidence *Online Readings in Psychology and Culture* (Unit 6, subunit 6.1). International Association for Cross-Cultural Psychology:  
<http://scholarworks.gvsu.edu/orpc/contents.html>

#### **Module II: How does culture influence how we think, feel and communicate?**

Th 1/19

**Video: [East & West : Culture Affects Thought Processes.](#)**

Kanopy (Firm) San Francisco, California, USA : Kanopy Streaming 2015

T 1/24      ***RAT-II*** on all readings for Module II.

Matsumoto and Juang, Chapters 5 (Cognition)

Leung, A.K. & Cohen, D. (2004). The soft embodiment of culture: Camera angles and motion through time and space, *Psychological Science*, 824-830. (e-reserve)

Th 1/26      Emotion

Matsumoto and Juang, Chapters 8 (Emotion)

Ito, K., Mausda, T., & Li, L. M. W. (2013). Agency and facial emotion judgment in context, *Personality and Social Psychology Bulletin*, 39(6), 763-766. (e-reserve)

T 1/31      Language and communication

Matsumoto and Juang, Chapters 9 (Language & Communication)

Wu, S. & Keysar, B. (2007). Effect of culture on perspective taking, *Psychological Science*, 18, 600-606. (e-reserve).

Skim (not on RAT): Altarriba, J. (2002). Bilingualism: Language, memory and applied issues. *Online Readings in Psychology and Culture* (Unit 4, subunit 4.2). International Association for Cross-Cultural Psychology: download from:  
<http://scholarworks.gvsu.edu/orpc/contents.html>

Module III: What does healthy, happy, and well-adjusted mean?

Th 2/2      ***RATIII*** on all readings for Module III.

Matsumoto & Juang, Chapters 7, 11 (Health, Mental Health)

Ryder, A. G., Yang, J., & Heine, S. J. (2002, August). Somatization vs. Psychologization of Emotional Distress: A Paradigmatic Example for Cultural Psychopathology. *Online Readings in Psychology and Culture* (Unit 10, subunit 10.2). International Association for Cross-Cultural Psychology: download from  
<http://scholarworks.gvsu.edu/orpc/contents.html>

T 2/7      Treatment

Matsumoto & Juang, Chapters 12 (Treatment)

Blue, A. W., Darou, W. G., & Ruano, C. (2015, August). Through Silence We Speak: Approaches to Counseling and Psychotherapy with Canadian First Nation Clients. *Online Readings in Psychology and Culture* (Unit 10, subunit 10.3). International Association for Cross-Cultural Psychology:  
<http://scholarworks.gvsu.edu/orpc/contents.html>

Stuart, R. B. (2004). Practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice*, 35, 3-9. (E-reserve)

## Module IV: The person and the situation

Th 2/9 **RAT-IV** on all readings for Module IV.

Matsumoto and Juang, Chapters 10 (Personality)

Cheung, F.M. & Cheung, S.F. (2003). Measuring Personality and Values Across Cultures: Imported versus indigenous measures in *Online Readings in Psychology and Culture* (Unit 4, subunit 4.4). International Association for Cross-Cultural Psychology: <http://scholarworks.gvsu.edu/orpc/contents.html>

T 2/14 Self and Identity

Matsumoto and Juang, Chapters 13 (Self and identity)

Wang, Q., & Ross, M. (2005). What we remember and what we tell: The effects of culture and self-priming on memory representations and narratives. *Memory*, 13, 594–606.

Th 2/16 Social Behavior

Matsumoto and Juang, Chapter 14 (Social)

Aydinli, A., Bender, M. & Chasiotis, A. (2013). Helping and Volunteering across Cultures: Determinants of Prosocial Behavior. *Online Readings in Psychology and Culture* (Unit 5, subunit 3). International Association for Cross-Cultural Psychology: <http://scholarworks.gvsu.edu/orpc/contents.html>

Blass, T (2012). A cross-cultural comparison of studies of obedience using the Milgram paradigm, *Social and Personality Psychology Compass*, 196-205.

## Module V: Application promoting intercultural interaction

T 2/21 **NO RAT**

Gannon, M. J. (2011, March). Cultural Metaphors: Their Use in Management Practice as a Method for Understanding Cultures. *Online Readings in Psychology and Culture* (Unit 7, subunit 7.1). International Association for Cross-Cultural Psychology: download from <http://scholarworks.gvsu.edu/orpc/contents.html>

Wang, J. (2011). Communication and cultural competence: The acquisition of cultural knowledge and behavior. *Online Readings in Psychology and Culture* (Unit 7, subunit 7.1). International Association for Cross-Cultural Psychology: download from <http://scholarworks.gvsu.edu/orpc/contents.html>

NOTE: Review readings and select topic/cultures as a team for web assignment:  
Identify top 1-2 choices of topics for possible web development.  
Be sure to note why it's feasible (enough/too much lit?) and why it's interesting

Th 2/23 **MIDTERM EXAM**

## Part II: Promoting intercultural competence via the Web

T 2/28      Preparing for web project: finalize topic selection (what aspect of intercultural competence do you wish to promote?); how to find and review relevant literature; using visual materials, what web authoring program will we use...

Guests: Academic Technologist and Librarian

**DUE:** Cultural Exploration Activity materials

Th 3/2      In-class work on webpage

Group consultations of select content with Sharon, consultation of web design issues with Academic Technologist

Peer review assignments: plan on your own how/when to exchange peer reviews (due next class period)

T 3/7      In class peer reviews

**DUE:** *beginning of class:* Written Peer Reviews: exchange and discuss with peer teams + copy to instructor.

Th 3/9      Final Presentations of webpages!

**DUE:** Final web page

Last day of final exams: Optional *Take Home Essay Exam* due at the end of the final exam Period. Submit on Moodle (no in-class exam)