NOT A CURRENT SYLLABUS – use this Fall 2013 syllabus to get an idea about content of course for

Cross-Cultural Psychology
Psychology 248

Fall 2013

Instructor: Sharon Akimoto
Olin 131; Phone: x4503

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 2/3rds provides background in major aspects of 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 containing 1) critical analysis of a particular cross cultural psychological phenomenon, 2) visual aids, 3) evidence-based proposal for improving cross cultural interaction, i.e. suggestions for intercultural competence.

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 collaboration through Team-based learning
4) Ability to conduct and convey evidence-based assessment of cross cultural phenomenon
5) Gain and promote intercultural competence

Assessment:
* RATs (4 individual and team tests of the assigned readings) 25%
+ team work, attendance (including peer assessments) 15%
~ Group Web Page 25%
Midterm Exam 25%
Optional Final Take Home Essay 10%
   (if you choose not to submit this essay, the midterm will count for 35% instead of 25%)

Key:
* What are RATs? RAT stands for “Readiness Assurance Test” which is an integral component of Larry Michaelson’s Team Based Learning method. RATs utilize a multiple choice format to 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 are intended to assess/establish a general foundation of knowledge of the assigned readings before those topics are covered in class, i.e. at the beginning of a learning module and 2) they are taken twice, once individually and once as a team and you’ll receive immediate feedback. Both individual and team scores will determine your grade for this component of assessment.
Teamwork: Building on the base of knowledge established by the RATs are several team-based assignments to be completed during 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 reviewed 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 format 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 aids 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 obtained and used to make adjustments to individual student grades on group assignments. 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:
Selections from Online Readings in Psychology and Culture on the International Association for Cross-Cultural Psychology website: http://scholarworks.gvsu.edu/orpc/; (note: may need to look through their table of contents if the search function is not working)
Select journal articles as noted on the syllabus. These are obtainable through the Carleton library E-reserve system (password: psyc).
<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Reading Assignment and Topics</th>
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<tbody>
<tr>
<td>T 9/17</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td></td>
<td>Matsumoto &amp; Juang, Ch. 1 (Intro)</td>
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<td>Th 9/19</td>
<td>Theory and Method</td>
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<td>Matsumoto &amp; Juang, Ch. 1, 2 (Intro &amp; Methods)</td>
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**Part I: Surveying the field of Cross Cultural Psychology**

**Module I: Becoming cultural – Developmental and Personality factors**

T 9/24  **RAT-I** on all readings for 3 class periods: 9/24-10/1

Matsumoto & Juang, Chapters 3, 4, 10 (Enculturation, Development, Personality).

Th 9/26


*NOTE:* we will attend a talk by Professor Neil Lutsky from 4-5pm

T 10/1


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

Th 10/3  **RAT-II** on all readings for 3 class periods: 10/3-10

Matsumoto and Juang, Chapters 5, 8, 9 (Cognition, Emotion, Language & Communication)


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

**T 10/15**  
*RATIII* on all readings for 2 class periods: 10/15-17

Matsumoto & Juang, Chapters 11, 12 (Abnormal, Treatment)

**Th 10/17**


Module IV: The person and the situation: is social behavior context-based?

**T 10/22**  
*RAT-IV* on all readings for 3 class periods: 10/22-29

Matsumoto and Juang, Chapters, 13, 14, 15 (Social, organizations)

**Th 10/24**


*NOTE:* tentative talk by Alana Conner (co-author of Clash!), 7pm


**Th 10/31** MIDTERM EXAM

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**Part II: Promoting intercultural competence via the Web**

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**T 11/5** 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: Doug Foxgrover, Academic Technologist and Ann Zawistoski, Librarian

**Th 11/7** In-class work on content


**T 11/12** In-class work on webpage

**DUE** at beginning of today’s class: draft of text

- Group consultations of select content with Sharon, consultation of web design issues with Doug
- Peer review assignments: plan on your own how/when to exchange peer reviews (due next class period)

**Th 11/14** Final in-class opportunity to work on webpage

**DUE**: beginning of class: Peer Reviews: exchange and discuss with peer teams

**T 11/19** Final Presentations of webpages!

**DUE**: Final web page

*Optional take Home Essay exam* due at the end of the final exam period (9:30 pm Monday Nov. 25). Submit on Moodle (no in-class exam)