



**PSYC 250: CROSS-CULTURAL
PSYCHOLOGY**

Course Syllabus: WINTER 2015

Instructor: Deepti Karkhanis, Ph.D.

Office Location: D110-K

Office Hours: MW 11:30 AM-1:00 PM; T TH 11:30 AM-12:30 PM

Class Time: T Th 12:30 pm-2:20 pm

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Classroom: A138

This is a Hybrid course wherein substantial amount of instruction and assignments occur Online.

"Never look for a psychological explanation unless every effort to find a cultural one has been exhausted."
(Margaret Mead, 1959, p. 16)

BACKGROUND:

Before psychological theories can legitimately claim to explain behavior in general, the behaviors must be examined from the perspective of a cross-section of all the world's cultures and not just a select few that are easily accessible to researchers in the highly "psychologized" Western world. The extent to which currently accepted explanations of human behavior can be applied to individuals and groups raised in non-Western, or non-majority American, cultures is a growing area of research. In its broadest sense, cross-cultural psychology is concerned with understanding truth and psychological principles as either universal (that is, true for all people of all cultures) or culture-specific (true for some people of some cultures).

COURSE DESCRIPTION & GOALS:

Cross-cultural development psychology course will comprehensively review important landmarks in cross-cultural research, showing how culture impacts people and human development. The course will emphasize empirical approaches to cross-cultural study and explain the importance of culture in human cognition, language, parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society. PSYC 250 examines sociocultural variation in children's development and its implications for working with children and families in educational and other applied settings. 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/ resilience, and development are cultural products.

After completing this course, students should be able to:

- Describe the ways in which culture, beliefs, values, the environment, and behavior interact.
- Identify ethnocentrism in psychological thought, theory, and research methods, and suggest means for reducing bias in the study of human behavior.
- Demonstrate respect for the wide diversity of human behavior as well as knowledge of the common threads and values.
- Explain the relevance of psychology and other disciplines (such as anthropology and sociology) in understanding human behavior from a global perspective.
- Describe how culture and the environment might be important variables in situations one expects to encounter.
- Demonstrate competencies in functioning in a diverse society, thus making cross-cultural interactions more productive and enjoyable.
- Apply concepts from the course to events and everyday behavior of people from other cultures.

REQUIRED READING(S)**

1. Gardiner, H. W. & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (5th Ed.). Boston, MA: Allyn & Bacon, Pearson. [GK in course schedule]
2. A set of ELECTRONIC READINGS posted on Canvas. Click the *Modules* on the left side menu of the home page to access articles assigned for each week.

****NOTE** that the class meetings typically involve small and large group discussions of social and cultural issues and that these discussions are directly related to the assigned readings. Thus, it is very important that you do the readings before coming to class and that you participate regularly in the class discussions. **ALSO NOTE** that this course involves regular writing and that you will be working on your written communication skills throughout the quarter.

You will use **Canvas** for the following:

- Accessing the electronic readings
- Retrieving study guides to the exams
- Accessing syllabus, assignment instructions and other relevant materials
- Downloading lecture notes through Modules

Important Note About TECHNOLOGY USE:

I will be posting class material and documents such as the syllabus, class slides, announcements, readings, assignments, and links to articles on the **Canvas** course website. You are required to create a BC student network account (at <https://www.bellevuecollege.edu/netid/>) **Canvas** and access the **Canvas** course site regularly. The student network account may be created any time after you receive your student identification number (SID) and personal identification number (PIN). For students enrolled in credit classes, the SID and PIN are issued after you apply for admissions. For students enrolled in classes through BC Continuing Education, the SID and PIN are established after you register for a class. Continuing Education students may contact the Continuing Education office directly to request this identification information. Once you have your student network account, go to Bellevue College website (<http://bellevuecollege.edu/>) and click **Canvas** under Student Links to log into the course website.

This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the **Courses** dropdown menu on the left side of the page.



SAFE SPACE:

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students along with students of all cultures, nationalities, and spiritual beliefs are welcome in this classroom and encouraged to share your thoughts and be an integral part of this course. If a student has any questions or concerns about this, feel free to speak with me or email me about it immediately. All are welcome in this class!

STUDENT SUPPORT SERVICES:

If you need help with your academic problems, please use the following student support services:

- Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://www.bellevuecollege.edu/asc/tutoring/>
- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
- Bellevue College Writing Lab: <http://bellevuecollege.edu/writinglab/>

ACADEMIC ADVISING:

The Psychology Department has an in-house advisor, **Deanne Eschbach**, located in D110C. Call 425-564-2216 or 425-564-2212 to set up personal appointments.

EMAIL COMMUNICATIONS:

All email communication must be done through **Canvas** or **BC e-mail** account during the quarter. No communication regarding course work or grades will be sent to student's personal email accounts.

A NOTE ON MULTITASKING:

Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes

effort to refocus on the new task. In fact, some research shows that the more often we “multitask,” the more distracted we are by irrelevant information, and the worse we are at concentrating. *Avoid the temptation to multitask* in class by silencing your cell phone and resisting the urge to check incoming texts and/ or social media.

CLASS ETIQUETTE:

Our main goal is to give each other our full attention during small and large group discussions and to foster an environment where we all learn from each other’s cultural experiences and expertise.

In order to increase your attention and respect to others, please refrain from the following behaviors:

- Don’t send or read text-messages during class time (including, during small-group activities).
- Don’t use your laptop to check email, surf the Internet, or do other work or recreation.
- Don’t work on other material in class (e.g., studying for an exam for another class).
- Don’t talk to your neighbors when the instructor or other students “have the floor”.
- Don’t leave class early or make a habit of temporarily leaving class during instruction.

DUE DATES AND DEADLINES:

“My computer isn’t working,” “my internet connection is spotty,” or “my hard disk crashed” are not acceptable excuses. This has become the new “my dog ate my homework.” It is each student’s responsibility to make sure there is an alternate computer (public library, on campus, friend or family member) from which to submit assignments. Plan ahead. Save your work early, often, and in multiple locations.

COURSE REQUIREMENTS, ACTIVITIES, AND ASSIGNMENTS

There will be several small assignments and two larger assignments. Some of these will be DUE in class and some will be submitted online.

- 1) **Attendance/ Class Participation (30 points out of 300; 10% of final grade):** Attendance is always expected. This is a course that builds on itself and requires attendance for being actively engaged in class activities and group 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. Large-group and small-group discussion is important to the process of thinking about cultural variation; therefore, there are attendance points for this course. In order to receive the full 30 points, you need to attend **at least 10** out of the 11 weeks of class meetings. More information about attendance scores will be given on the first day of class.
- 2) **FIVE Online Discussions (50 points out of 300; 16.7% of final grade):** Online discussions will provide an additional forum for talking about course material besides our in-person class sessions. All students will be required to respond to my questions and respond to other students’ posts in class. More specific instructions will be available in class and in the online (Canvas) course website. Up to 10 points bi-weekly will be assigned for this portion of the course.
- 3) **FIVE Online Quizzes (50 points out of 300; 17% of final grade):** Over the course of the quarter, you will be given 5 short quizzes (10 points EACH) on the reading materials. Quizzes will typically be multiple-choice questions. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams and give you a “feel” for how I ask test questions. I generally post quizzes about a week before they are due; that will allow you to work on them when it is most convenient for you. However, once you begin working on a quiz, there will be a time limit to finish it. Please note that I do not give make-up quizzes, so if you miss one, you will receive a zero grade. **PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO COMPLETE YOUR QUIZZES FOR THIS CLASS ON CANVAS.** Please also review the Calendar link at the top of the Canvas course site to see due dates. Plan ahead!



- 4) **TWO Paper Assignments (70 points out of 300; 23% of final grade).** You are required to submit two separate papers (35 points EACH) during the quarter. Every student must submit papers that are 5-6 pages in APA style (excluding cover page and references), completing the requirements of the assignment.

Paper Assignment 1: Interview someone from another culture (DUE on January 27th)

For this assignment, you need to *interview someone from a culture that is different from yours*. You will need to develop a set of questions and identify someone from a culture different from yours who is willing to be interviewed (not a relative or someone from our class). You may be able to identify a student from a different country than yours in one of your classes or through the English as a Second Language (ESL/ABE) program. You could also ask a co-worker, neighbor, or someone in your circle of friends. The key criteria for whether your interviewee is appropriate is whether you can clearly delineate how his or her culture differs from yours. This interview must be in person, not conducted by e-mail or telephone or Skype, although you can follow up if needed in this way.

The interview should last at least **30 minutes** and be scheduled at the convenience of your interviewee. You can tell them the purpose of the interview (that is, to shed light on cultural values for a class project) and you can assure them that you will change their name for the sake of anonymity. In creating questions for the interview, consider asking about the areas mentioned on Canvas in terms of the interviewee's culture. Your paper should focus on differences in psychological processes (e.g., development processes like child rearing, cognition, attitudes toward mental illness and its treatment, etc.) between your culture and that of the person you are interviewing.

Type your paper as a word document with a heading and title, proofread for errors, and submit for this assignment. Typically, these papers run 4-5 pages, double-spaced. The assignment is due by the date on the syllabus at 12:30 p.m. LATE assignments will be accepted ONE day late only and **docked 5 points**.

Grading Criteria (Total: 35 points)

Papers will be evaluated on how well they meet these criteria:

1. The paper is well-developed and complete.
2. The paper addresses the content as assigned.
3. The paper is thoughtful and reflective in terms of cultural values identified.
4. The paper makes connections with course material.
5. The paper is well-written, coherent, edited, and proofread.
6. The interview questions were appropriate and the responses were clearly reported.
7. The assignment is turned in ON time in class.

Paper Assignment 2: Movie Critique with a reflection on cultural nuances (DUE on February 19th)

For this assignment, you will view and analyze a feature film dealing with cultural differences. You can rent the film or check one out of the library, and watch it at your convenience. You will need to select a feature full-length film that is set in culture that is different than yours or that illuminates cross-cultural conflicts.

Joy Luck Club	Slumdog Millionaire	Stand and Deliver
Smoke Signals	Babel	Keeping the Faith
Mississippi Burning	Devil's Playground	Bend it Like Beckham
Atanarjuat :The Fast Runner	Daughter from Danang	Rabbit Proof Fence
Ticket to Jerusalem	The Secret of the Grain	100 Foot Journey
City of God	My Big Fat Greek Wedding	Angel on the Right
Kite Runner	Namesake	Hotel Rwanda
Motorcycle Diaries	Walkout	Shower
Baaria	Ajami	A Price Above Rubies
East is East	A Touch of Sin	Seven Years in Tibet

In your paper, you 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.

- 5) **TWO In-class Exams (100 points out of 300; 33% of the final grade):** There will be TWO exams worth 50 points EACH that will count towards your final grade in class. Each exam will consist of multiple-choice questions, fill-in-the-blank, and true/ false statements. Each student will take an exam first individually and then in a group of three during class time. The scores from two attempts will be averaged to get an exam's total. There will be NO make-up exams. Anything covered in the classroom, including demonstrations, videos, etc. will be considered testable information. There will be NO comprehensive final exam. All exams require two **scantrons** and **#2 pencil**. These materials can be purchased in the bookstore and you are responsible for providing them.

GRADING:

Grading Category	Points	%
Exams (2)	100	33.3
Movie Critique Paper & Interview Paper (1+1)	70	23.3
Online Discussions (5)	50	16.7
Online Quizzes (5)	50	16.7
Participation (Attendance + class contribution)	30	10
<i>Total</i>	300	100

A	282-300 pts	94-100 %	C+	231-239 pts	77-79 %
A-	270-281 pts	90-93 %	C	222-230 pts	74-76 %
B+	261-269 pts	87-89 %	C-	210-221 pts	70-73 %
B	252-260 pts	84-86 %	D+	201-209 pts	67-69 %
B-	240-251 pts	80-83 %	D	180-200 pts	60-66 %

TIPS for Success in this Course:

1. **Attend Class:** Not only is attendance a factor in your final grade, but you will also find that there will be material covered in class that will not be in the textbook or on class slides. Attending the lecture will give you the opportunity to learn from rich discussion as well as get any of your own questions answered.
2. **Read the Textbook:** Reading the course textbook as well as assigned readings/ articles will be essential for understanding the course material. It will also give you the opportunity to experience the material in a different media. It will be assumed that you have completed the readings before class, and that you will be able to discuss the material that you have read. Taking notes on the readings will also assist you with taking notes in class.
3. **Take Notes in Class:** Coming to class prepared to take notes will be in your best interest. While taking notes you should not focus on writing the instructor's words verbatim. Your notes should be written in a way that you can reference them at a later date and remember what was said about the topic. If you would like additional tips on note taking, please visit the Academic Success Center (<http://www.bellevuecollege.edu/asc/>).
4. **Manage Your Time Efficiently:** Do not wait until the last minute to start a class assignment. Starting your work early allows you to spend the appropriate amount of time on the assignment, and it allows you to contact the instructor if you have any questions. PLAN AHEAD. Save your work early, often, and in multiple locations. Submit proofread work only.
5. **Check Canvas and Your BC e-mail Regularly:** In order to be informed and know about changes in the schedule, assignments, and other information about the class it will be necessary for you to check your BC e-mail and Canvas course website regularly.

6. **Come See Me:** I will be available for a short talk before and after class; however, due to time constraints and the personal nature of some issues, it may be best for you to come to see me during my office hours (M W 11:30 AM – 1:00 PM; T Th 11:30 AM – 12:30 PM) in D110K. If for any reason, you are unable to make it to my office hours, please contact me via BC e-mail to schedule an appointment at another time.

TENTATIVE COURSE SCHEDULE FOR PSYC 250:**

Week	Day/ Date	Topic(s)	Required Reading(s)
1	T Jan 6	Introductions	Syllabus
	Th Jan 8	Introduction to Cross-cultural Human Development	GK Chapter 1 (Pgs 1-20); Discussion 1
2*	T Jan 13	Theories: Developmental Niche	Harkness, Super et al. (2009) on <i>Canvas</i>
	Th Jan 15	Theories: Ecological Model	Quiz 1 (on <i>Canvas</i>)
3	T Jan 20	Methods in Cross-Cultural Studies	GK Chapter 2 (Pgs 21-51); Video on <i>Canvas</i>
	Th Jan 22	Culture and Socialization	GK Chapter 3 (Pgs 54-80); Discussion 2
4	T Jan 27	Cultural variations in Mother-child Interactions	Spicer (2010); Paper 1 DUE
	Th Jan 29	The Family in Cultural Contexts	GK Chapter 4 (Pgs 83-117); Quiz 2
5	T Feb 3	Cultural variations in Parenting & Sibling Relations	Pomerantz & Wang (2009); McGuire & Shanahan (2010)
	Th Feb 5	Exam 1 (In-class)	GK Chapters 1-4
6	T Feb 10	Culture and Language Development	GK Chapter 5 (Pgs 121-137); Discussion 3
	Th Feb 12	Costs and Benefits of being Bilingual	Bialystok & Craik (2010); <i>Guest Speaker</i>
7	T Feb 17	Culture, Self & Personality	GK Chapter 6 (Pgs 150-174); Quiz 3
	Th Feb 19	Self Compassion vs. Self Esteem	Neff (2011); Paper 2 DUE
8	T Feb 24	Culture and Social Behavior	GK Chapter 7 (Pgs 178-205); Discussion 4
	Th Feb 26	Acculturation & Identity Formation (MEIM)	Sam & Berry (2010); Nippoda (2012); <i>Guest Speaker</i>
9	T Mar 3	Culture, Gender and Sexuality	GK Chapter 8 (Pgs 208-235)
	Th Mar 5	Gender Stereotypes in Israel	Kulik (2006); Quiz 4
10	T Mar 10	No class! HOLIDAY ☺	
	Th Mar 12	Culture, Health and Illness	GK Chapter 9 (Pgs 240-268); Discussion 5
11	T Mar 17	Culture-Bound Syndromes	Jhanjee et al. (2013); <i>Psychology Today</i>
	Th Mar 19	Quarter Wrap-up; In-class Review Session	Cultural Food Party! Quiz 5 (on <i>Canvas</i>)
12	T Mar 24	Exam 2 (Time: 11:30 a.m.-1:20 p.m.)	GK Chapters 5-9

** Subject to change

ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Bellevue College's Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Plagiarism and Other Conduct Policies

Plagiarism is a form of academic dishonesty that occurs when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas as references.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course without express permission from your professors. This may also be considered academic dishonesty.

Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

If you are new to writing then please come talk to me during office hours and/or visit the Writing Center. Their website is <http://www.bellevuecollege.edu/asc/writing/> and they are located in **D204**. Also if you are new to writing in APA format, then refer to the following document:

<http://www.bellevuecollege.edu/asc/writing/essays-guides/documents/apa2010styleessay.pdf>

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: Plagiarizing material from the Internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the Core Rules of Netiquette. The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.

http://www.bellevuecollege.edu/policies/2/2050_Student_Code.asp

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Canvas class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal from Class

Academic Year: College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Summer Quarter: College policy states that students must formally withdraw from a class by the end of the fifth week of the quarter (Registration Office, B125). After the sixth day and through the end of the fifth week of the quarter, the "Th" grade will become part of the student's transcript record.

Check <http://www.bellevuecollege.edu/enrollment/calendar/deadlines/> for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Here are some important deadlines: *Last day to withdraw with a 100% refund* – January 9, 2015

Last day to withdraw from a course without a "W" posted on your transcript – January 16, 2015

Last day to withdraw from a class ("W" will be posted on your transcript) – February 20, 2015

Hardship Withdrawal (HW)

Hardship Withdrawal indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the enrollment Services Office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764. ASN is located in the Library Media Center in D 125. www.bellevuecollege.edu/autismspectrumnavigators/.

The DRC office is located in B 132 or you can call our reception desk at (425) 564-2498. Deaf students can reach us by video phone at (425) 440-2025 or by TTY at (425) 564-4110.

Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc/