

<p><b>PSYCHOLOGY 250</b> <b>CROSS-CULTURAL PSYCHOLOGY</b> <b>On-line Course</b></p>
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## **Syllabus**

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### **TEXTS:**

Shiraev, E.B., & Levy, D.A. (2013). *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*, Fifth Edition. Boston: Pearson.

Additional readings will be linked to the online portion of the class. Some will be assigned from *Online Readings in Psychology and Culture*, International Association of Cross-Cultural Psychology: <http://scholarworks.gvsu.edu/orpc/> (free access).

### **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:**

Cross-Cultural Psychology examines the strengths and weaknesses of the Western social science approach to understanding human behavior. It considers universal components of behavior from a cross-cultural perspective, and explores the influence of differing beliefs and values on human perception, goals and interactions. In addition to looking at comparative international research, we will also take a close look at U.S. ethnic group psychologies, values, and experiences, with a special focus on identity development and cross-cultural understanding.

### **SPECIFIC GOALS:**

Students who complete Psych. 250 will be able to:

1. Demonstrate an understanding of the ways in which culture, beliefs, values, the environment, and behavior interact.

2. Identify ethnocentrism in psychological thought, theory, and research methods, and to suggest means for reducing bias in the study of human behavior.
3. Develop an appreciation for the wide diversity of human behavior as well as an appreciation for the common threads and values.
4. Understand the mutual relevance of psychology and other disciplines in understanding human behavior from a global perspective.
5. Discover how ways of seeing, knowing, and experiencing the world differ according to our races, ethnicities, classes, and genders.
6. Develop competencies in functioning in a diverse society, making cross-cultural interactions more productive and enjoyable.
7. Develop at least a functional understanding and appreciation of both world events and everyday behavior of people from other cultures.
8. Identify psychological and social sources of ethnocentrism, prejudice, and interpersonal conflict, as well as strategies for cooperation and communication.
9. Appreciate the wide diversity of human identities as well as appreciate common threads and values.

### **CLASS GRADING COMPONENTS:**

#### **Exams:**

There will be four on-line unit exams covering material from the reading, overview notes, and discussions. Exams will be given on-line as scheduled on the calendar roughly every ten days. Tests will include a combination of multiple choice, true false, and matching questions, and study guides will be provided. There will be no comprehensive final exam; the last unit test will include some reflection on learning from the whole quarter. Exams will be worth 50% of the final grade.

#### **Assignments:**

**There will be several small assignments and a few larger assignments:**

- Module 1:    Personal Introduction (10 points)  
                 Cultural Artifact (20 points)
- Module 2:    Cultural Autobiography (50 points)
- Module 3:    Socialization Stories (20 points)
- Module 4:    Interview of Someone from a Different Culture (50 points)  
                 Summary and Reflections (40 points)

The assignments will ask you to apply the ideas of the course, and will be due as noted on the calendar. Assignments will be posted on discussion boards for other students to read. For smaller assignments, points will be assigned according to a scoring rubric; feedback will be provided for the longer assignments. Each assignment will be described fully in the appropriate module. Altogether, the assignments will be worth 190 points, or 24% of the final grade. **All assignments are due by 11 p.m. on the due date on the calendar. No late work will be accepted, even for technical problems, so be sure to start early.**

## Discussions:

Bi-weekly discussions are at the heart of the course. In each module, the instructor will pose questions and on-line assessments related to the course material, and students are expected to respond and exchange comments several times a week. There will also be interactive activities to do and report on in the discussion.

The discussion sessions will run from Monday to Wednesday and Thursday to Saturday every week. The questions will be posted on Monday and Thursday mornings. For the Monday-Wednesday discussions, you will need to respond to one of my posted questions by Tuesday night, and to post a response to a student who answered a different question by Wednesday night. For the Thursday-Saturday discussions, you will need to respond to one of my posted questions by Friday night, and to post a response to a student who answered a different question by Saturday night. You are also expected to cite the text in at least one post and to read students' posts in each discussion. More specific instructions are available in the Getting Started Module under Courses Structure and Expectations. Up to 15 points per discussion will be assigned for this portion of the course, for a possible total of 195 points. Twenty points will also be assigned at the end of the quarter for overall participation and quality, for a total of 215 points or 27% of the grade.

## Extra Credit:

There will be a few opportunities over the course of the quarter to earn up to 5 extra credit points. These will be posted in some of the modules.

## Grading Break-down:

Exams	4 @ 100 pts each	= 400
Assignments	Introduction=10 Cultural artifact=20 Cultural autobiography=50 Stories=20 Interview=50 Summary=35	= 185
Discussions	13 @ 15 pts each + 20 pts for overall participation and quality	= 215
	Total	= 800

## **Grading Scale:**

Points assigned for each of the course components will accumulate to a possible total of 800 points, with the grading scale as follows:

752-800 A (94-100%)	616-639 C+ (77-79%)
720-751 A- (90-93%)	592-615 C (74-76%)
696-719 B+ (87-89%)	560-591 C- (70-73%)
672-695 B (84-86%)	536-559 D+ (67-69%)
640-671 B- (80-83%)	480-535 D (64-69%)
	Below 480 F

## **EXPECTATIONS:**

Warning: Summer Quarter is intense! It is expected that you will spend roughly the same amount of time on this course that you would spend in a face to face class. I expect you to work on-line four-five days a week, but you'll never be required to meet on-campus or to be on-line at a specific hour. If you travel during the quarter, you are expected to continue to participate from a distance.

## **COURSE ORGANIZATION**

### **Unit 1: Core Issues, Research Methods, and Self-Concept**

Introduction to cross-cultural issues, research methods, self-concept

- Definition of terms and theoretical concepts that aid in understanding culture and behaviorculture, cross-cultural psychology
- Research methods and methodological issues in cross-cultural studies. Problems in studying cultures and behavior across cultures.
- Social cognition and self-concept: Cultural influence on self-views.

### **Unit 2: Thinking, Feeling, Intelligence, and Psychological Processes**

Thinking, feeling, intelligence, perception, cognition, dreaming

- Perception and cognition
- Altered states of consciousness
- Intelligence and culture
- Emotions and emotional expression

### **Unit 3: Cultural Influences on Development and Psychological Disorders**

Development, children, parenting, schools, health, mental health

- Child development, education, socialization, and child-rearing
- Relationships, family, and gender roles
- Physical and mental health
- Psychological disorders

#### **Unit 4: Cross-Cultural Communication, Motivation, and Social Behavior**

Communicating across cultures, social psychology applied world-wide

- Social interaction and social psychology
- Culture and communication, language, verbal and non-verbal behavior
- Conformity, obedience, and social behavior
- Motivation and culture
- Intra- and inter-group relations: expectations, conflict, intercultural communication
- Cross-cultural competence

**See each module and the course calendar for specific assignments, discussions, and exam dates.**

#### **Accommodations**

If you need course modifications / adaptations or accommodations because of a disability, please let me know as soon as possible. If you have not done so already, you can contact the Disability Resource Center (DRC) in B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their website at <http://bellevuecollege.edu/drc/>.

#### **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 Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

#### **For technical help with the class:**

Link to Canvas student guides: <http://guides.instructure.com/m/4212>

Link to Student Technical Help Desk: <http://depts.bellevuecollege.edu/helpdesk/students/>

#### **For behavioral and grading guidelines of the Social Science**

**Division:** [http://bellevuecollege.edu/socsci/student\\_policies.asp](http://bellevuecollege.edu/socsci/student_policies.asp)

#### **For more information about the Psychology Department:**

<http://bellevuecollege.edu/socsci/psych/>.