

# Mind Your Language: The Psychology of Intercultural Communication

INTER 145 | MTWTH 11:30-1:20 inR110A/B | Hybrid  
SPRING QUARTER 2016

*"I am what time, circumstance, history, have made of me, certainly, but I am also, much more than that. So are we all." - James Baldwin*

<u>Instructors</u>	<u>Office Location</u>	<u>Phone</u>	<u>Email</u>
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## Office Hours

Deepti Karkhanis	D110K	Daily 10:30 AM - 11:30 AM
Jen Anderson	R230I	MTWTh 10:30 AM - 11:30 AM and Th 1:30 PM – 2:30 PM

## Course Introduction

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Welcome to our class, *Mind Your Language: The Psychology of Intercultural Communication*. We look forward to working with you this Spring quarter. We think you will find this course to be intellectually and personally rewarding.

We live in a global society. We interact with people from a variety of backgrounds on a daily basis. We could board an airplane in Seattle today and be on the other side of the world tomorrow. Our increasingly interconnected world makes knowledge of culture, communication, and psychology integral to personal and relational success. In addition, the mission of Bellevue College is to move toward the development of cultural competency in all of our students. This course, INTER 145: *Mind Your Language* will examine the relationship between the internal psyche and external behaviors as well as decision-making skills as they relate to culture. The goal is to increase intercultural communication flexibility by breaking through ethnocentric barriers, and enhancing one's ability to make appropriate and effective choices in interpersonal communication interactions.

## Required Texts

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Alexie, Sherman (1993). Lone Ranger and Tonto's Fistfight in Heaven ISBN: 978-0802121998  
Kwok, Jean (2010). Girl in Translation ISBN: 978-1594485152  
Lahiri, Jhumpa (2009). Unaccustomed Earth ISBN: 978-0307278258

## Additional required readings will be posted online on Canvas

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- Apfelbaum, E. P., Norton, M. I., & Sommers, S. R. (2012). Racial color blindness emergence, practice, and implications. *Current Directions in Psychological Science*, 21(3), 205-209.
- Chua, A. (2011). *Battle hymn of the tiger mother*. New York: Penguin.
- Chithambo, T.P., & Huey, S. J. (2013). Black/white differences in perceived weight and attractiveness among overweight women. *Journal of Obesity*.  
<http://dx.doi.org/10.1155/2013/320326>

- Dong, Q., Day, K. D., & Collaço, C. M. (2008). Overcoming ethnocentrism through developing intercultural communication sensitivity and multiculturalism. *Human Communication*, 11(1), 27-38.
- Gladwell, M. (2008). *Outliers: The story of success*. Hachette UK. (Chapter 7)
- Huang, C. M., & Park, D. (2013). Cultural influences on Facebook photographs. *International Journal of Psychology*, 48(3), 334-343.
- Mio, J. S., Barker, L. A., & Rodriguez, M. M. (2016). *Multicultural Psychology: Understanding our diverse communities* (4th ed.). New York: Oxford University Press. (Chapters 1-2)
- Molinsky, A. L., Krabbenhoft, M. A., Ambady, N., & Choi, Y. S. (2005). Cracking The Nonverbal Code Intercultural Competence and Gesture Recognition Across Cultures. *Journal of Cross-Cultural Psychology*, 36(3), 380-395.
- Neff, K. D., Hsieh, Y. P., & Dejitterat, K. (2005). Self-compassion, achievement goals, and coping with academic failure. *Self and identity*, 4(3), 263-287.
- Picca, L. H., & Feagin, J. R. (2007). *Two-faced Racism: Whites in the backstage and frontstage*. Routledge/Taylor & Francis Group. (Chapters 2-3)
- Sam, D. L., & Berry, J. W. (2010). Acculturation when individuals and groups of different cultural backgrounds meet. *Perspectives on Psychological Science*, 5(4), 472-481.
- Schönflug, U. (2002). Acculturation, ethnic identity, and coping. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 8, Chapter 2), Center for Cross- Cultural Research, Western Washington University, Bellingham, Washington USA.
- Spicer, P. (2010). Cultural influences on parenting. *Zero to Three*, 30(4), 28.
- Trawick, M. (1990). *Notes on love in a Tamil family*. Univ of California Press.
- Wynne, J. (2012). We don't talk right. You ask him. *Intercultural Communication: A Reader*, 13, 119-126.

## Learning Atmosphere

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*"I hear and I forget. I see and I remember. I do and I understand." -Confucian Idea about Learning*

We believe that students learn best when they are actively involved in the teaching and learning process. Therefore, this is an *active, interactive* course where you are expected to read, write, discuss, and participate. You will actively create your own knowledge, rather than simply passively listen to ours. We think of our class as a "collaborative learning community" where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. We challenge you to abandon the traditional passive student role and to get involved with teaching and learning – we think you'll enjoy it and learn a lot in the process.

## Course Credit

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You will receive credit for two of the following courses of your choice (10 credits):

<u>CMST 210</u>	Interpersonal Communication (Humanities)	OR
<u>CMST 280</u>	Intercultural Communication (Humanities)	
AND		
<u>PSYC 240</u>	Social Psychology (Social Science)	OR
<u>PSYC 250</u>	Cross-Cultural Psychology (Social Science)	

We will help you choose your classes during the first week of the quarter. Although different students will earn credit for different courses, we will all study and explore the same course material.

## Course Learning Outcomes

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After completing the course, the successful student should be able to:

- Describe the ways in which culture, beliefs, values, the environment, and communication behavior interact.
- Explain how psychological and environmental factors affect and make cultures different.
- Develop an understanding of the need for appropriate and effective communication, and that it is dependent on the context and the relationships of the individuals in that situation.
- Identify and analyze one's cultural and/or ethnic identity, and how it may impact our relationships and social interactions.
- Demonstrate communication competencies in functioning in a diverse society, thus making intercultural interactions productive, effective, and enjoyable.
- Apply concepts from the course to events and everyday behavior of people from other cultures.
- Encourage students to be aware of and embrace multiculturalism.



## Grading

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The quality of your work, the level of your understanding, and the extent of your development will all be reflected in your evaluation. Final course grades are based on the following: (1) performance on exams, (2) performance in seminars, (3) performance on written assignments, (4) performance on an individual reflection project, and (5) participation/engagement. Each of the elements is weighted in the following manner:

<u>Assignment</u>	<u>Points</u>
Exams (2 @100 points each)	200
Online Quizzes (5 @ 50 points each)	250
Seminar Papers and Discussions (8 @ 25 points each)	200
Online Assignments (5 discussion posts; 7 movie/ real-life reflections)	150
Identity Reflection Final Assignment	100
Attendance, Participation and Engagement	100

**Please note: Students will receive the same grade for the 10 credits selected.**

Performance on Quizzes and Exams: Five quizzes and two exams are given over the course of the quarter. Quizzes will be administered **online** and will consist of true/ false, multiple choice, and fill in the blank questions. Exams will be comprised of essay questions that integrate all the material we read and study (films, lectures, guest speakers, etc.). You will have study guides for exams and a list of all possible essay questions ahead of time. In fact, students participate in the process of determining the questions and should organize themselves into study groups to prepare for the exams.

Performance in Seminars: We will have one seminar session per week on Tuesdays. Seminars are small groups of students meeting with faculty member(s) in order to have thought-provoking discussions about the readings. This is the heart of the interdisciplinary studies program, and being prepared for these meetings is crucial. You must complete the readings ahead of time and bring a seminar response paper (approximately 2 pages each) to each seminar. Papers must be hand written into a bluebook, which can be purchased from the BC bookstore. These papers will not be individually graded but will be read and responded to by Jen and Deepti. (Additional information about seminar response papers is included on Canvas). You are expected to be actively engaged in these seminar discussions, bring up questions to be discussed, speak to the point under discussion, and be a good listener. Your seminar grade is based on attendance, participation, quality of reflection on the reading and response papers.

*“Let the truth come out the way it wants to come out. Let the hearers utilize different areas of themselves to try to understand.”*

- Malidoma Patrice Somé

*“Courage is what it takes to stand up and speak. Courage is also what it takes to sit down and listen.”*

- Winston Churchill

Performance on Online Assignments: We will have a variety of online assignments to be completed on Fridays when we do not meet face-to-face in class. These assignments will give you the opportunity to reflect on what we are learning in class and how they relate to life outside the classroom.

Engagement and Participation: Engagement and participation are essential to the format of this program. In short, you should plan to be *actively* engaged and a participant in class. “Engagement and Participation” includes attendance at all events as well as active participation in workshops, class discussions, guest speaker presentations, in-class activities, observation assignments, online activities, and other miscellaneous activities.

Online Discussion Posts: You will participate in a variety of online discussions throughout the quarter. These discussions can be accessed through the Discussion tab in the menu on Canvas. You will answer one question and respond to at least two of your classmates’ posts. For full credit in each discussion, you will need to answer one question and have a timely response to classmates’ posts. Please be sure to read “Posting a Good Discussion” in the Getting Started module on the website.

- **Completeness:** Each online discussion response has two parts; a.) your initial response and, b.) your comments to two of your classmates’ responses.
  - First, your initial response should be fully developed addressing the question with adequate examples from your life experience and thoughtful explanation of why or how. (A complete initial response is typically a minimum of 200 words in length).

- Next, after you complete your initial response to an online question, you should read through several of your classmates' responses and choose at least two on which to provide comments. Often a student will choose to comment on a response that was most helpful to him/her in understanding the course material better or one that he/she found interesting or intriguing.
- Any comment to a classmate should adequately explain why you found your classmate's response helpful, interesting or intriguing. (A complete comment to a colleague is typically 100 words in length.)
- **Appropriate Integration of Course Ideas:** your initial response should appropriately integrate course terminology and concepts from the assigned reading and/or lecture slides that is relevant to the video watched or reading read.
- **Format:** course terms (key terms from the chapter reading/ lecture slides) used in your initial response should be typed in bold, or in all CAPITAL letters so that they stand out on the screen. In addition, course terms should have page references to the course textbook.
- **College Level Writing:** organization, correctness of grammar and spelling count for both your initial response and comments to colleagues.

## Weekly Course Schedule

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The weekly schedule of Mind Your Language is the following (this schedule is tentative and will change slightly from time to time):

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1<sup>st</sup> half of class (11:30-12:20)</b>	Community Meetings/ Activities	Seminar	Activities	Lecture	Canvas Assignments Online
<b>2<sup>nd</sup> half of class (12:30-1:20)</b>	Lecture	Lecture	Guest Speaker	Activities	

### Community Meetings/ Community Workshops

Community meetings and personal development workshops will be conducted on Monday mornings. At the community meetings we will have a chance to talk about class events, evaluate the progress of the course, or meet to celebrate our learning. Activities during the community workshop will focus on applying concepts covered in class, including personal identity clarification and practice in interpersonal and intergroup communication skills. We value your high participation at these sessions.

### Lectures/Guest Speakers

Lectures will provide much of the content for the course. Typically, each instructor will speak in one lecture spot per week. We will also have guest speakers, and we may occasionally attend on-campus lectures or events. Events and guests will bring to our class new viewpoints on a variety of topics. We

view these as opportunities to hear different perspectives and to come to new understandings. Students should take notes on all lectures, events, and speakers



### Videos/ Films

Videos/ Films are included as part of the course content and will usually be watched outside of class. Students are encouraged to take notes and prepare to discuss the material. Video and film content will be included in exam questions.

## Course Policies

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The following outlines what you may expect of us as your instructors:

- ***A sincere effort to help you learn the course material.*** Since our goal is to help you succeed, we intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as we possibly can. We will engage in a variety of learning activities in order to accommodate different learning styles.
- ***Responsiveness.*** We will respond to your work in a meaningful manner; that is, you will receive prompt feedback that is useful and helpful.
- ***Accessibility.*** We agree to be available to you outside of class should you desire help. We encourage you to talk to us during breaks and before or after class. If those times are not convenient for you, we can schedule an appointment that fits your schedule. We are more than happy to help.
- ***Attention and courtesy.*** When you are speaking, you will have our undivided attention. And we will never ridicule you or express disagreement with you in an impolite fashion.
- ***Fairness/ Equity.*** Your grade will be based upon what we detect that you have learned and how we assess your performance. It will not be based upon any purely personal consideration. We will not negotiate final grades.

The following outlines what we expect from you as a student in this class:

- ***A sincere effort to learn the course material.***
- ***Preparation.*** You should come to class having done the assigned readings and homework, and you should be prepared to participate.
- ***Attendance.*** Please attend all class sessions and arrive on time – your presence in class contributes significantly toward your final grade. You should plan to stay until class is over unless you become ill or have made arrangements with us to leave early. Furthermore, you should comply with all due dates. If you do need to miss class, please note that you are responsible for any and all work that is due on the day you are absent as well as the class meeting immediately upon your return.
- ***Contribution.*** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to engage in a spirited intellectual dialogue with all of the members of our class.
- ***Respect, courtesy, and tolerance.*** Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates' experiences,

differences, and opinions. Please do your best to monitor your behavior to effectively balance speaking and listening.

- **Honesty.** If you cheat (from others and/or your own previous work), you FAIL. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. If you are in doubt about one of these issues, feel free to ask us.

## College Policies

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### Add/ Drop Policy

If you are struggling in this course, please come talk to us as we will do whatever we can (within reason!) to assist you with your understanding of class content and assignments. If you decide this class is not for you, it is **your responsibility to drop the course by week Seven (latest by 5/22/16)**. If you just stop coming to class, but do not officially drop the course, you will receive a 0.0 on your permanent college transcript. Refer to your [BC Student Handbook](#) for further information.

### 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.

**Religious Holidays:** Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

**College Anti-Discrimination Statement (Title IX):** Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

### Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of

unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

All written work submitted through Canvas will be assessed using Turnitin, a plagiarism checking service. Please ensure that all work turned in for this class is your original work. Any plagiarism case will be forwarded to the Dean of Student Success for investigation.

## Important Links

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### Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#)

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.



BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

### Disability Resource Center (DRC)

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 [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

**Accessibility:** The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners,



have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

## Public Safety

Public Safety is located in the D building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

**If a major emergency occurs, please follow these three rules:**

- **Take directions from those in charge of the response** - We all need to be working together.
- **Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- **In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

## Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that may impact someone on campus with the Title IX Coordinator. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at [www.bellevuecollege.edu/titleix/](http://www.bellevuecollege.edu/titleix/).

## Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

## Final Note

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The psychology of intercultural communication is a rich and exciting phenomenon to examine. Its very nature also makes it an emotional and sensitive topic. Due to its sensitive and personal nature, it is required that all students consider the impact of their words and opinions on their classmates. This does not mean that we are expected to avoid difficult topics – instead it means that WE all will be respectful when examining those topics, understanding that many views exist in regard to culture, cultural identity, and interaction. In short, please remember to keep others' feelings and dignity in mind when choosing to comment on an issue or prior statement made by one of your classmates or me. Any comments that denigrate the worth of an individual because of his/her race, religion, background, lifestyle, or gender are inappropriate and unacceptable in our class.

We look forward to getting to know you this quarter! We look forward to learning from you as we believe that you have a great deal to teach your classmates and us. You can count on us to put a great deal of time into making this class both educational and enjoyable. We will rely on you to assist in making the class: fun and educational, and firmly believe that you will get out of this class as much as you put into it. Good luck!

**Mind Your Language | Tentative Calendar | Spring 2016**

<b>Monday</b>	<b>Tuesday</b>	<b>Wed</b>	<b>Thursday</b>	<b>Friday</b>
<b>Apr 4</b> Course Overview/ Welcome --- Insider/ Outsider <i>Activity</i>	<b>5</b> <i>Lecture</i> Overview of Psychology and Communication ---- BARNGA	<b>6</b> Cultural Artifact in- class <i>Activity</i> --- <i>Lecture</i>	<b>7</b> <i>Lecture</i> --- Nickname <i>Activity</i>	<b>8</b> Discussion 1 (Identify a culture) + Danger of a Single Story
<b>Apr 11</b> Qualitative Methods --- <i>Lecture</i> Mio et al., chap 2	<b>12</b> <i>Seminar 1</i> • Notes on Love in a Tamil Family (Chap 1) --- Activity/ Discussion	<b>13</b> <i>Lecture</i> Observation/ Interviews --- <b>Guest Speaker</b> Hyesu Park on <i>Narratives</i>	<b>14</b> <i>Lecture:</i> Ethnography --- Activities	<b>15</b> Quiz 1 --- <u>Assignment</u> Shopping for cultural values
<b>Apr 18</b> Review Quiz 1; Community exp. of doing cultural shopping --- <i>Lecture</i> Cultural Values	<b>19</b> <i>Seminar 2</i> • Outliers chap 7 (pdf) --- <i>Films</i> in class • Ted talk • Joy Luck Club	<b>20</b> BafaBafa <i>game</i> --- <i>Lecture</i> Cultural Iceberg Model	<b>21</b> <i>Lecture</i> --- Activities	<b>22</b> Discussion 2 --- <u>Assignment</u> Place of Faith observation
<b>Apr 25</b> Sam & Berry APS and reading Schönflug (2002) --- <i>Lecture</i> Self & Identity (Phinney); Acculturation	<b>26</b> <i>Seminar 3</i> • Tonto & fist fight --- <i>Lecture</i>	<b>27</b> <b>Guest Speaker</b> Sayumi Irey --- Multigroup Ethnic Identity worksheets _ self experience	<b>28</b> <i>Lecture</i> Self compassion (Neff et al., 2005) --- Self compassion scale; circle (say one good thing about another classmate)	<b>29</b> Quiz 2 --- Reflection paper on Film - <i>Namesake</i>
<b>May 2</b> Review Quiz 2; <i>Lecture</i> Social Identity Theory --- Watch/ discuss Latinos & Race	<b>3</b> <i>Seminar 4</i> • Unaccustomed Earth - Chap 2 --- <i>Lecture</i> Health Behaviors + Stigma	<b>4</b> Activities --- Study Session for exam 1	<b>5</b> <b>Exam 1</b> <b>(Midterm)</b>	<b>6</b> Discussion 3 Cultural Autobiography ---
<b>May 9</b> Barriers (Racism; Prejudice...) ---	<b>10</b> <i>Seminar 5</i> • Two-Faced Racism	<b>11</b> <b>Guest Speaker</b> Sara Gardner ---	<b>12</b> Racism in Psychology (APA) ---	<b>13</b> Quiz 3 ---

<i>Lecture</i> <a href="#">NOBA unit</a>	--- Privilege Walk	<i>Lecture</i> Color blindness (Apfelbaum et al., 2012)	Activities	Reflection paper on <i>Crash</i> (in LMC) or <a href="#">Shanghai Knights</a>
<b>May 16</b> Review Quiz 3; --- <i>Lecture</i> Cultural diff in Lifespan Psych (Spicer, 2010)	<b>17</b> <i>Seminar 6</i> • Battle hymn of tiger mother (2011) --- Activities	<b>18</b> <i>Debate</i> on cosleeping --- <i>Lecture</i> Deepti's findings on emotion socialization	<b>19</b> <i>Lecture</i> --- Reflection/discussion on parenting styles	<b>20</b> Discussion 4 --- Reflection paper on <i>I am Sam</i> OR <i>Bend it like Beckham</i>
<b>May 23</b> Bilingualism and its benefits --- <i>Lecture</i> Language devt Kuhl's Ted talk	<b>24</b> <i>Seminar 7</i> • Girl in Translation --- <i>Lecture</i> Cultural communication styles	<b>25</b> <i>Seminar</i> We don't Talk right – Ask him (Wynne) --- <b>Guest speaker</b> Kathy Hunt	<b>26</b> <i>Activities</i> --- <i>Lecture</i> Read Dong et al. 2004	<b>27</b> Quiz 4 --- Assignment – Interview some who is bilingual & not born in U.S.
<b>May 30</b> Holiday	<b>31</b> Review Quiz 4; <i>Lecture</i> Nonverbal Comm. Haptics READ Molinsky et al. 2005	<b>June 1</b> Cultural ways of greeting + <i>discussion</i> --- <i>Lecture</i>	<b>2</b> <i>Lecture</i> --- Activities – body language, facial exp, Proxemics.	<b>3</b> Discussion 5 Jen --- Reflection paper on <i>My Big Fat Greek Wedding</i>
<b>June 6</b> <i>Lecture</i> Conflicts; emotions; Social Cognition Read Huang & Park 2013; Chit.. & Huey, 2013	<b>7</b> <i>Lecture</i> Attraction and World standards --- <i>Seminar 8</i> • Unaccustomed Earth - Chap 1	<b>8</b> <b>Guest Speaker</b> Tabitha Kirkland --- <i>Lecture</i> Altruism • Ted talk by Ricard Matthieu	<b>9</b> Study session for Exam 2 + Cultural Food party	<b>10</b> Quiz 5 ---
<b>June 13</b> In-class prep on collage/ final project	<b>14</b> Final project presentations	<b>15</b> <b>Exam 2 (Final)</b>	<b>16</b>	<b>17</b>