

PSYCHOLOGY 250

CROSS-CULTURAL PSYCHOLOGY

On-line Course

Syllabus

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TEXTS:

Matsumoto, D. (2008). Culture & Psychology. 4th Edition . Belmont, CA: Thomson Wadsworth.
 Additional readings will be assigned from Online Readings in Psychology and Culture, Eds. Lonner, W.J., Dinnel, D.L., Hayes, S.A., & Sattler, D. N., Center for Cross-Cultural Research, Western Washington University: <http://www.ac.wvu.edu/~culture/readings.htm>. (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 five on-line unit exams covering material from the reading, lecture notes, and discussions. Exams will be given on-line on Fridays, every two weeks. Tests will include a combination of objective and essay 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 five assignments, one in each unit. The assignments ask you to apply the ideas of the course:

- Assignment Unit 1: Cultural Autobiography
- Assignment Unit 2: Interview or Film Review
- Assignment 3: Culture and Family Organization
- Assignment 4: Cultural Perspectives on a Controversy
- Assignment 5: Summary and Reflections

Assignments will be due every two weeks, on alternate weeks from exams, and are explained fully in each learning unit. Assignments will be posted for other students to read and discuss. Each assignment is worth 50 points; collectively they make up 25% of the grade.

Discussions:

Weekly discussions are at the heart of the course. In each unit, 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. Discussions will be worth 10 points a week plus 30 points assigned at the end of the quarter for quality, for a total of 230 points or 23% of the grade.

Personal Introduction:

In the first week, you'll be asked to post an introduction and read those of the other students in class..

Self-Assessment:

At the end of the quarter, you'll be asked to assess your participation in the discussions and reflect on what you learned in the course.

Grading Break-down:

Exams	5 @ 100 pts each	= 500
Assignments	5 @ 50 pts each	= 250
Discussions	10 @ 20 pts each + 30 pts for quality	= 230
Personal Intro		= 10
Self-Evaluation		= 10
	Total	= 1000

Grading Scale:

Points assigned for each of the course components will accumulate to a possible total of 1000 points, with the grading scale as follows:

940-1000	A (94-100%)	770-799	C+ (77-79%)
900-939	A- (90-93%)	740-769	C (74-76%)
870-899	B+ (87-89%)	700-739	C- (70-73%)
840-869	B (84-86%)	670-699	D+ (67-69%)
800-839	B- (80-83%)	640-669	D (64-69%)
		Below 640	F

EXPECTATIONS:

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, including seat time and preparation time, roughly 10-15 hours per week. However, you are in control of your own time. 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 and Self-Concept

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

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

Unit 2: Thinking, Feeling, and Psychological Processes

Thinking, feeling, intelligence, perception, cognition, dreaming

- Personality, perception, and cognition
- Altered states of consciousness
- Intelligence and learning styles
- Motivation, beliefs, values
- Emotions and emotional expression

Unit 3: Cultural Influences on Development and Health

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

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

Unit 4: Cross-Cultural Communication and Social Behavior

Communicating across cultures, social psychology applied world-wide

- Culture and communication, language, verbal and non-verbal behavior
- Attributions, stereotypes, attraction
- aggression, helping, dominance, conformity, obedience

Unit 5: Gender, Race, Diversity, and Intercultural Relationships

Gender as cross-cultural experience, ethnicity in the United States, relating to the "other"

- Diversity; experience of major U.S. ethnic groups; whiteness
- Privilege, prejudice and racism
- Intra- and inter-group relations: expectations, conflict, intercultural communication

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

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Revised winter 2008

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 classroom behavior are violations of the Student Code of Conduct at Bellevue Community 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 Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

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

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter 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 present at 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

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.

Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.