



**PSYC 250: CROSS-CULTURAL
PSYCHOLOGY**

Course Syllabus: Summer 2019

Instructor: Deepti Karkhanis, Ph.D.

Office Location: D110-K

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This is an online course wherein complete course instruction and assignments occur via Canvas.

"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 psychological theories and research from a cross-cultural perspective. Students discuss the impact of culture on cognition, development, emotion, motivation, sex roles, disorders, group behavior, conflict, stereotyping, and prejudice.

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. Matsumoto, D., & Juang, L. (2016). *Culture and psychology* (6th ed.). Boston, MA: Cengage Learning.
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** this course involves regular writing and you will be working on your written communication skills throughout the quarter.

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 online via Canvas four-five days a week, but you'll never be required to meet on-campus or to be online at a specific hour. If you travel during the quarter, you are expected to continue to participate from a distance.

Important Note About TECHNOLOGY USE:

I will be posting course materials and documents such as the syllabus, chapter 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.

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

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* when studying by silencing your cell phone and resisting the urge to check incoming texts and/ or social media.

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

WEEKLY DISCUSSION FORUM

The discussion forum is the heart of the course. There will be one discussion every week, covering either one or two chapters. Students will be responding to my questions and responding to other students, just as they would in a "live" discussion. There will be **5 discussion** forums, running from Monday to Saturday every week, plus a closing discussion at the end of the quarter. Specifically, you are expected to participate in the discussion with at least two posts a week, at least once in response to my questions by Thursday night and at least once in response to two other students' posts/comments by Saturday night.

See the "Course Structure and Expectations" for more details on how the discussion will work. Each discussion will be worth up to 20 points.

There will be an additional 20 points assigned for posting a **personal introduction** and 20 points for participating in a **closing discussion**. Altogether, **discussion points will be worth a total of 140 points** or 28% of the grade.

QUIZZES

There will be a quiz on one or two chapters each week, 6 quizzes total. Each quiz will consist of 10 objective, multiple choice questions, each worth two points. There will be a list of terms/ concepts in a study guide for each quiz. All quizzes will be administered online, and will be open from Thursday morning to Friday midnight. Students will have 15 minutes to take each quiz once they log in. Check the calendar for exact dates. **Total possible quiz points will be 120 points** or 24% of the final grade.

WRITTEN ASSIGNMENTS

Assignment 1: Shopping for Cultural Values (Week 2, worth 10 points)

For this assignment, you will conduct an observational, field study in which you are required to go into the community in which they live. Throughout this quarter, you will be asked to examine your cultural values, as well as those in other cultures. Sometimes, it can be easier to identify values of groups that are more foreign rather than values that permeate our own lives. This activity is designed to give you some perspective on the values of any co-culture in your society by having you explore a neighborhood supermarket or grocery store.

Select a supermarket or grocery store that belongs to an ethnic group and is now a part of the dominant culture. Plan on spending 30-60 minutes making your observations. Take careful notes about the shoppers' demographics, the products available for purchase, and the layout of the store so that you can complete the assignment outlined as described on Canvas.

Papers must be 1.5 to 2 pages, single-spaced with 12-point Times New Roman font style. They must use standard formatting. Please include at least 3 terms/ concepts from class. When you reference these terms in the assignment, you must bold the terms to receive full credit. This assignment must be completed before the due date to be considered for grading. No late work will be accepted.

Assignment 2: Movie Reflection - *Exploration of Another through Film* (Week 3, worth 20 points)

For this assignment, you will view and analyze a feature film dealing with cultural differences in socialization/ parenting.

Please choose one of the films listed below for this assignment:

I am Sam (2001); Bend It Like Beckham (2002); Babies (2010); Juno (2007)

Start your paper with the name of the film in bold font. In your write-up, you will need to:

- 1) Identify the name of the film, the date you viewed it, and the culture(s) represented in the film,
- 2) Briefly summarize what happened in the film (be sure that you DO NOT use a published summary of the film; summarize the plot in your own words), and what you think the theme was,
- 3) Identify the a) cultures and b) cultural values represented in the film (what can you infer is important in this culture?),
- 4) Describe any cultural conflicts and/or differences in socialization processes depicted in the film, and
- 5) Conclude with what you learned about the influence of culture on parenting by viewing the film.

Support your observations and understanding of cultural/ ethnic differences in socialization and how it impacts the individual with empirical findings from class readings/ cross-cultural research.

Assignment 3: Cultural Autobiography (Week 5, worth 30 points)

In a 4-paragraph essay, describe your cultural autobiography, or how your own particular cultural experience has shaped your identity. In paragraph one, give a description of your current cultural/ social identities. Use at least 5 of the following demographic categories: gender, race, ethnicity, religion, age, cohort (generation), geographic area, occupational identity (e.g. come from a family of teachers or union members), language of origin, sexual orientation/sexual identity, disability/ able-bodied, country of origin, region, major interest areas (e.g. part of horse show community or part of snowboard community, etc.). In other words, what are your current social identities? How do these identities contribute to your self-concept? Which identities are most salient (significant, in the foreground) to you?

In paragraph two, provide a cultural history of your family. For this section, you are encouraged to interview your parents and/or grandparents. If you are adopted, you can use the cultural history of your adoptive family, your biological family, or a combination. What I'm interested in here is how your family came to be in the United States (or, if you are an international student the history of your ancestors in your country of origin). If you do an interview, cite the interview with the date at the end of the paper. How has your family identified culturally, and how have they communicated that to you?

In the third paragraph, discuss your own experience and memories of noticing differences. At what point in your life did you realize that people differed in terms of race? What experiences have you had in which you felt that you were "the other," or different from everyone else in that situation? Have you had any travel experiences in which you noticed cultural differences? Have you had experiences in the U.S. in which you were exposed to a group other than your own? Respond to any of these questions that resonate with you.

Finally, in the last paragraph, apply material from the text (from any of the chapters we've covered) to your own cultural experience. Cite pages (p.#) when you reference the text. Conclude by summarizing what you've learned about cultural identity and the impact of culture on self-concept, using your own experience as an example.

Type your assignment in a word document. Include a heading for the paper with your name, the name of the assignment, the class, and the date, and add a title. Be sure to proofread your paper for spelling, grammar, and mechanics. The paper should be double-spaced, using 10 or 12-pt. simple font, and attached to your post in the discussion area identified for this assignment.

GRADING:

Grading Category	Points	%
Discussions (5+2)	140	35
Exam (1)	80	20
Quizzes (6)	120	30
Written Assignments (3)	60	15
<i>Total</i>	400	100

A	376-400 pts	94-100 %	C+	308-319 pts	77-79 %
A-	360-375 pts	90-93 %	C	296-307 pts	74-76 %
B+	348-359 pts	87-89 %	C-	280-295 pts	70-73 %
B	336-347 pts	84-86 %	D+	268-279 pts	67-69 %
B-	320-335 pts	80-83 %	D	240-267 pts	60-66 %

TENTATIVE COURSE SCHEDULE** FOR PSYC 250:

Week 1	July 1 – July 5	Chap 1 Intro to Culture and Psychology
		NOBA unit: Culture
Week 2	July 8 – July 12	Chap 2 Cross-cultural Research Methods

		NOBA unit: Research Methods in Social Psychology
Week 3	July 15 – July 19	Chap 3 Enculturation
		Chap 4 Culture and Developmental Processes
Week 4	July 22 – July 26	Chap 5 Culture Self and Identity
		Chap 7 Culture and Gender
Week 5	July 29 – August 2	Chap 10 Culture Language and Communication
		Chap 11 Culture and Health
Week 6	August 5 – August 9	Chap 14 Culture and Social Behavior
Week 7	August 12 – August 15	Final Exam

ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

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 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 student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#).

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:

- You do not cite quotations and/or attribute borrowed ideas as references.
- You fail to enclose borrowed language in quotation marks.
- You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- 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/deadlines/> for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

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 [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 and Emergencies

Public Safety is located in the K 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:

- 1) **Take directions from those in charge of the response** - We all need to be working together.
- 2) **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.
- 3) **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.