

Renison College
Psych 222: Cross-Cultural Psychology
Winter, 2007

Instructor: Hsiao H. d'Ailly, PhD (Office: Luxton Building Room 0219, Renison College)

Office Hours: Tuesday 2:30 pm- 4:00 pm or by appointment

Tel.: 884-4404 ext. 28643

e-mail: hdaily@renison.uwaterloo.ca

Class Time: 10:00 am-12:50 pm Fridays

Course Web Site: <https://uwangel.uwaterloo.ca/uwangel/frameIndex.htm> (UW/ACE)

Place: Room 2107, Renison College

Course Overview:

This course focuses on human psychology (behaviours, cognition, emotion, motivation, and personality) across cultures, with the aim of raising awareness and understanding of human commonality and diversity. The course will combine reading, films, lectures, exercises, library research, student presentations, and group discussion to help students better understand the effects of culture on human psychology. The objectives of this course are: (1) to provide students with an overview of the various theories and methods in the area of cross-cultural psychology, (2) to help students achieve both a theoretical and a practical understanding of the effects of culture on human thinking, values, and behaviour, and (3) to foster students' ability to read and analyse published literature in cross-cultural psychology.

Note: This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit: <http://grebel.uwaterloo.ca/academic/undergrad/pacs/options.shtml>

Prerequisite: PSYCH 101 or 121R

Required Readings:

Lonner, W.J., Dinnel, D.L., Hayes, S.A., & Sattler, D.N. (2002-2006). *Online Readings in Psychology and Culture*, <http://www.ac.wvu.edu/~culture/readings.htm>. Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Evaluation:

- 20 % Weekly Readings: Except for Week 1, students are expected to have read the assigned readings of the week prior to the class. Students obtain credits by submitting multiple choice and short answer questions related to each reading along with ideal answers on line. Credits are given based on relevancy, clarity and accuracy of these questions. A maximum of 20 credits can be obtained for these submissions. **The on-line submission for readings of the week will be open until the class start time (9:50 am Friday morning).**
- 30% Learning Journals: Students are encouraged to apply, analyse, synthesize and evaluate the readings, the lectures, classroom discussions and related life experiences in **weekly** learning journals. These journals should be submitted on line throughout the term. Each journal entry should be one to three pages long (not exceeding 1000 words). Grading on this assignment will base both on the frequency (15%) and the quality (15%) of these journal entries. At the end of the term, students will submit a file containing two self-selected best journals for final grading.

- 20% Annotated bibliography for 2 cross-cultural research studies on a selected topic: For each study, a two-page summary of the study is required. In the summary, you should state the purpose of the research, describe how the research was conducted, identify the specific type of cross-cultural study it is, report the most important findings, and briefly discuss the strengths and weaknesses of the study. This assignment should be done in pairs or triads and **a group process detailing the collaborative process and the contribution from each member is required.**

At the end of this assignment, reflect on your experiences. Submit a one-page brief description of what you have learned from this assignment. You can describe what problems you have encountered and how you have solved these problems. You can also raise questions about any remaining unresolved issues, and give advice to your teacher for designing future assignments. **Each student is required to submit his/her own reflection.**

- 30% Tests

- 5% Bonus Class presentation: Students are welcome to make a presentation (10-15 minutes) or lead a class discussion on a selected topic, which can be based on a learning journal or the annotated bibliography. The presentation should be arranged at least one week in advance.

An outline of the term's work follows. For various reasons, however, it is sometimes necessary to deviate from this schedule. Such deviations in the scheduling or nature of tests or other work will be announced in the class. Missing such announcements is not an excuse for being unaware of the changes.

An Outline of Weekly Topics and Readings

Jan. 5 Introduction, Understanding and Defining Culture

Matsumoto, D. (2002). Culture, psychology, and education.

Triandis, H. C. (2002). Odysseus wandered for 10, I wandered for 50 years.

Jan. 12 Research Ethics & Methodology in Cross-Cultural Psychology

van de Vijver, F. J. R. (2002). Types of cross-cultural studies in cross-cultural psychology.

Goodwin, R. (2002). Conducting cross-cultural psychological research in changing cultures: Some ethical and logistical considerations.

Jan. 19 Ethnocentrism, Stereotypes and Prejudice; Acculturation Process

Khan, S. R. (2002). Stereotyping from the perspective of perceives and targets.

West, T., & Levy, S. R. (2002). Background belief systems and prejudice.

Schönflug, U. (2002). Acculturation, ethnic identity, and coping.

Jan. 26 Values, Self and Culture

Triandis, H. C. (2002). Subjective culture.

Hills, M. D. (2002). Kluckhohn and Strodtbeck's values orientation theory.

Hofstede, G. (2002). Dimensionalizing cultures: the Hofstede model in context

Feb. 2 Culture, Basic Psychological Processes, and Human Development: Annotated Bibliography Due

Sternberg, R. J. (2002). Cultural explorations of human intelligence around the world.

Chen, C., & Farruggia, S. (2002). Culture and adolescent development.

Keller, H. (2002). Culture and development: Developmental pathways to individualism and interrelatedness.

Feb. 9 Culture, Personality and Emotion

McCrae, R. R. (2002). Cross-cultural research on the five-factor model of personality.

Altarriba, J., Basnight, D. M., & Canary, T. M. (2003). Emotion representation and perception across cultures.

Feb. 16 **Test (15%);** Culture, Language, and Cognition

Altarriba, J. (2002). Bilingualism: Language, memory, and applied issues.

Güss, C. D. (2002). Decision making in individualistic and collectivistic cultures.

Mar. 2 Culture and Social Behaviours

Kornadt, H. J. (2002). Social motives and their development in cultural context.

Adamopoulos, J. (2002). The perception of interpersonal behaviors across cultures.

Mar. 9 Culture and Health (Physical and Mental)

Aboud, F. E. (2002). Cultural perspectives on the interactions between nutrition, health, and psychological functioning.

Suh, E. M., & Oishi, S. (2002). Subjective well-being across cultures.

Ryder, A. G., Yang, J., & Heini, S. (2002). Somatization vs. psychologization of emotional distress: A paradigmatic example for cultural psychopathology.

Mar. 16 Inter-cultural Communication

Wang, J. (2002). Knowing the true face of a mountain: Understanding communication and cultural competence.

Pedersen, P. B. (2002). The making of a culturally competent counselor.

Mar. 23 **Best Journals Due;** Special topics and Presentation

Mar. 30 **Test (15%);** Special topics and Presentation

Note for students with disabilities The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Note on avoidance of academic offences All students registered in the courses of the Faculty of Arts are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). If you need help in learning what constitutes an academic offence; how to avoid offences such as plagiarism, cheating, and double submission; how to follow appropriate rules with respect to “group work” and collaboration; or if you need clarification of aspects of the discipline policy, ask your TA and/or your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.”

POSTING OF FINAL GRADES AT RENISON

In an effort to protect student privacy, it is Renison College policy NOT to post grades at any time. Grades will NOT be reported over the phone by the main office or the Registrar's office. Final grades are accessible on the internet at www.quest.uwaterloo.ca