

**Renison College**  
**Psych 222: Cross-Cultural Psychology**  
**Winter, 2009**

**Class Time:** 08:30- 09:50 AM Tuesdays and Thursdays

**Location:** Room 2102, Renison College

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

**Instructor:** Mervyn L. Whitfield, PhD

**Office Hours:** 8:00- 8:30 AM Tuesdays and Thursdays or by appointment

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**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. (2002-2009). *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:**

**15 % Participation:** Students are expected to come to class prepared to engage in meaningful discussion about the issues involved in the reading and lecture materials. Here, the quality of students' comments matters more than the quantity of these contributions. In addition, occasional group work and minor presentations are in-class activities that will entail another component of your participation grade.

**20 % Weekly Reading Questions:** 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 or short answer questions (with answers) that are related to each week's reading (2 questions per week). Credits are given based on relevance and clarity of these questions and on the accuracy of the answers. A maximum of 20 credits can be obtained for these submissions. **The online submission for readings of the week questions will be open until the class start time (8:30 am Thursday morning).**

**20% 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 online throughout the term. Each journal entry should be only one page long (not exceeding 350 words). Grading on this assignment will be based both on the frequency (10%) and the quality (10%) 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% Midterm Exam**

**25% Final Exam**

**5% Bonus:** Discussion forums. Students may comment on questions that I post throughout the term on the UW-ACE system. A unique, excellent, and insightful comment that relates to course readings or lecture material will gain the student a maximum of 2% bonus. Students may contribute as many comments as they wish throughout the term to a maximum bonus of 5%.

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 acceptable reason for being unaware of the changes.

#### An Outline of Weekly Topics and Readings

- Jan. 5 & 7      Week 1: Foundations in Cross-cultural Research  
Jordan & Zanna (1999). How to read a journal article in social psychology.  
Triandis, H. C. (2002). Odysseus wandered for 10, I wondered for 50 years.  
Goodwin, R. (2002). Conducting cross-cultural psychological research in changing cultures: Some ethical and logistical considerations.
- Jan. 12 & 14      Week 2: Theories and Frameworks: How Should Psychologists Characterize Nations?  
Yamagishi, T., Hashimoto, H., & Schung, J. (2008). Preferences versus strategies as explanations for culture-specific behavior. *Psychological Science, 19*, 579-584.
- Jan. 19 & 21      Week 3: Culture, Basic Psychological Processes, and Human Development  
Sternberg, R. J. (2002). Cultural explorations of human intelligence around the world.  
Keller, H. (2002). Culture and development: Developmental pathways to individualism and interrelatedness.  
Phinney, J. S. (1990). Ethnic identity in adolescents and adults: Review of research. *Psychological Bulletin, 108*, 499-514.
- Jan. 26 & 28      Week 4: Culture and the Self-concept: Culture as a Set of Persistent Primes  
Brewer, M. B., & Gardner, W. (1996). Who is this 'we'? Levels of collective identity and self-representations. *Journal of Personality and Social Psychology, 71*, 83-93.  
Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.  
Trafimow, D., Triandis, H. C., & Goto, S. G. (1991). Some tests of the distinction between the private and the collective self. *Journal of Personality and Social Psychology, 60*, 649-655.
- Feb. 2 & 4      Week 5: Personality in Cross-cultural Perspective

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

Lee, Y-T., & Seligman, M. E. P. (1997). Are Americans more optimistic than the Chinese? *Personality and Social Psychology Bulletin*, 23, 32-40.

- Feb. 9                    Week 6: **Midterm Exam (20%)**  
Feb. 11                    Culture, Language, and Cognition  
Altarriba, J. (2002). Bilingualism: Language, memory, and applied issues.  
Güss, C. D. (2002). Decision making in individualistic and collectivistic cultures.  
Lam, K., Buehler, R., McFarland, C., Ross, M., & Cheung, I. (2005). Cultural differences in affective forecasting: The role of focalism. *Personality and Social Psychology Bulletin*, 31, 1296-1309.
- Feb. 16 & 18            Week 7: Reading Week; No Classes
- Feb. 23 & 25            Week 8: Culture in Organizational and Interpersonal Relationships  
Kornadt, H. J. (2002). Social motives and their development in cultural context.  
Adamopoulos, J. (2002). The perception of interpersonal behaviors across cultures.  
Adams, G. (2005). The cultural grounding of personal relationship: Enemyship in North America and West African worlds. *Journal of Personality and Social Psychology*, 88, 948-968.
- Mar. 2 & 4                Week 9: Culture and Health (Physical and Mental)  
Aboud, F. E. (2002). Cultural perspectives on the interactions between nutrition, health, and psychological functioning.  
Diener, E., & Diener, M. (1995). Cross-cultural correlates of life satisfaction and self-esteem. *Journal of Personality & Social Psychology*, 68, 653-663.  
Chang, E. C. (1996). Cultural differences in optimism, pessimism, and coping: Predictors of subsequent adjustment in Asian American and Caucasian American college students. *Journal of Counseling Psychology*, 43, 113-123.
- Mar. 9 & 11             Week 10: Conflict, Cooperation, and Intergroup Relations  
Pedersen, P. B. (2002). The making of a culturally competent counselor.  
Bond, C. F., Omar, A., Mahmoud, A., & Bonser, R. N. (1990). Lie detection across cultures. *Journal of Nonverbal Behavior*, 14, 189-204.  
Weisz, J. R., Rothbaum, F. M., & Blackburn, T. C. (1984). Standing out and standing in: The psychology of control in American and Japan. *American Psychologist*, 39, 955-969.
- Mar. 16 & 18            Week 11: Prejudice and Special Topics  
West, T., & Levy, S. R. (2002). Background belief systems and prejudice.  
Zhang, S., & Hunt, J. (2008). The stereotype rebound effect: Universal or culturally bound process? *Journal of Experimental Social Psychology*, 44, 489-500.  
Moghaddam, F. M. (2005). The staircase to terrorism. *American Psychologist*, 60, 161-169.  
Güss, C. D. Tuasson, M. T., & Teixeira, V. B. (2007). A cross-cultural theory of contemporary Islamic martyrdom. *Journal for the Theory of Social Behaviour*, 34, 415-445.
- Mar. 23 & 25            Week 12: **Best Journals Due; Review**
- Mar. 30                    **Final Exam (25%)**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity [check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:** A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

**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.

**Turnitin.com:** Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See: <http://uwaterloo.ca/academicintegrity/Turnitin/index.html> for more information.