



University of Waterloo
Psych 222R: Cross-Cultural Psychology
Winter 2011

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Note: the quickest way to get me is through e-mail. E-mail is checked more often than phone messages. Be sure to put PS222R in your subject heading in order to avoid spam filters. If I don't reply, it means I haven't received it, so check your e-mail setup or account - if your main e-mail isn't a UW account, it may have been trashed by spam filters.

Office Hours: By appointment

Class Times: 8:30 – 9:50 am Tues/Thurs

Location: REN 2106 (Renison College room 2106)

Course Web-Site: <https://uwangel.uwaterloo.ca/uwangel/frameIndex.htm>

Course Description:

This course focuses on human psychology (behaviours, cognition, emotion, motivation, personality, and development) 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.

Course Objectives:

The objectives of this course are: (1) to compare and contrast various theories and methods in the area of cross-cultural psychology and to apply them in various contexts; (2) to help students distinguish, explain and interpret the effects of culture on human thinking, values, and behavior; and (3) to foster students' ability to read and analyze 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*, Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington, USA.

http://orpc.iaccp.org/index.php?option=com_content&view=article&id=3&Itemid=4.

Course Requirements and Evaluation:

22% Weekly Readings: Except for Week 1, students are expected to have read the assigned readings of the week prior to the first class on Tuesday. Students obtain credits by submitting a minimum of 10 multiple choice and 5 short answer questions related to each week's reading (along with 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 on Tuesdays (8:30 am Tuesdays) except for Week 1, when submissions will be open until class start time on Thursday, Jan 6.**

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 on line throughout the term. Each journal entry should be one to three pages long (not exceeding 1000 words). Grading on this assignment will be based both on the frequency (5.5%) and the quality (5.5%) of these journal entries. **The on-line submission for the learning journals will be open until Fridays at 11:59 pm for the current week.** At the end of the term, students will submit in hard copy a file containing two self-selected best journals for final grading that receive 4.5% each.

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. The annotated bibliography and the group process paper are to be submitted in hard copy form by Feb 1, 2011.**

5% Reflection: At the end of the above assignment, reflect on your experiences. Submit a one-page brief description of what you have learned from this assignment. You can describe the 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 in hard copy form by Feb 3, 2011.**

13% Midterm Exam

20% Final Exam

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 and will take place on March 29.

Policy on late submission of the assignments: All hard copy form assignments will be handed in on time. Late assignments are subject to the 5% points per day. No electronic copies (disk or e-mail) will be accepted for these assignments.

Policy on missed tests:

If you miss a test, you will receive a grade of 0 (zero) for that test. There will be no make-up tests. This is because make-up tests present a great logistical difficulty given the large number of students. The only exceptions to the above policy are situations where an exam is missed due to a legitimate emergency and proof will be required (e.g., serious illness, death in the family). Note: I also reserve the right to limit the number of make-up tests you take.

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

http://www.registrar.uwaterloo.ca/students/accom_illness.html

Grading Summary:

Assignments		
Weekly	– 15 Questions related to the Readings	22%
	– Learning Journals	11%
March 29	– Best Learning Journals	9%
Feb 1	– Annotated Bibliography	20%
Feb 3	– Reflection	5%
Midterm Exam (Feb 15)		13%
Final Exam (March 31)		20%
Bonus		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 class and on UW-ACE system. Missing such announcements is not an excuse for being unaware of the changes.

Outline of Weekly Topics and Readings**Jan 4 & 6** **WEEK 1: Introduction, Understanding and Defining Culture**

Unit 2, Ch 5 Matsumoto, D. (2002). Culture, psychology, and education.

Unit 2, Ch 1 Triandis, H. C. (2002). Odysseus wandered for 10, I wondered for 50 years.

Jan 11 & 13 **WEEK 2: Theories and Frameworks**

Yamagishi, T., Hashimoto, H., & Schung, J. (2008). Preferences versus strategies as explanations for culture-specific behavior. *Psychological Science, 19*, 579-584.

Lucariello, J. (2007). 'Macro-Cultural Psychology' is only part of the story: The necessity to understand the interaction between culture and other influences in behavior. *Human Development, 50*, 371–375.

Jan 18 & 20 **WEEK 3: Research Ethics & Methodology in Cross-Cultural Psychology**

Unit 2, Ch 6 van de Vijver, F. J. R. (2002). Types of comparative studies in cross-cultural psychology.

Unit 2, Ch 10 Goodwin, R. (2002). Conducting cross-cultural psychological research in changing cultures: Some ethical and logistical considerations.

Unit 2, Ch 7 Smith, P. B. (2002). Levels of analysis in cross-cultural psychology

Jan 25 & 27 **WEEK 4: Culture, Basic Psychological Processes, and Human Development**

Unit 11, Ch 3 Vandermaas-Peeler, M. (2002). Cultural Variations in Parental Support of Children's Play

Unit 11, Ch 1 Keller, H. (2002). Culture and development: Developmental pathways to individualism and interrelatedness.

Unit 11, Ch 2 Chen, C., & Farruggia, S. (2002). Culture and adolescent development.

Feb 1 & 3 **WEEK 5: Annotated Bibliography due Feb 1; Reflection due Feb 3; Ethnocentrism, Stereotypes and Prejudice; The Acculturation Process**

Unit 15, Ch 3 Khan, S. R. (2002). Stereotyping from the perspective of perceives and targets.

Unit 15, Ch 4 West, T., & Levy, S. R. (2002). Background belief systems and prejudice.

Unit 8, Ch 2 Schönplflug, U. (2002). Acculturation, ethnic identity, and coping

Feb 8 & 10 **WEEK 6: 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.

Feb 15 **WEEK 7** **Midterm Exam (13%)**

Feb 17 **WEEK 7: Culture, Personality and Emotion**

Unit 6, Ch 1 McCrae, R. R. (2002). Cross-cultural research on the five-factor model of personality.

Unit 4, Ch 5 Altarriba, J., Basnight, D. M., & Canary, T. M. (2003). Emotion representation and perception across cultures.

Feb 21-25 **WEEK 8** **Reading week: NO CLASSES**

Mar 1 & 3 **WEEK 9: Culture, Language, and Cognition**

Unit 4, Ch 5 Altarriba, J. (2002). Bilingualism: Language, memory, and applied issues.
Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent.
Bilingualism: Language and Cognition, 12, 3-11.

Unit 4, Ch 3 Güss, C. D. (2002). Decision making in individualistic and collectivistic cultures.

Unit 5, Ch 1 Sternberg, R. J. (2002). Cultural explorations of human intelligence around the world.

Mar 8 & 10 **WEEK 10: Culture and Organizational and Interpersonal Relationships**

Unit 15, Ch 6 Kornadt, H. J. (2002). Social motives and their development in cultural context.

Unit 15, Ch 2 Adamopoulos, J. (2002). The perception of interpersonal behaviors across cultures.

Mar 15 & 17 **WEEK 11: Culture and Health (Physical and Mental)**

Unit 7, Ch 2 Aboud, F. E. (2002). Cultural perspectives on the interactions between nutrition, health, and psychological functioning.

Unit 7, Ch 1 Suh, E. M., & Oishi, S. (2002). Subjective well-being across cultures.

Unit 9, Ch 3 Ryder, A. G., Yang, J., & Heini, S. (2002). Somatization vs. psychologization of emotional distress: A paradigmatic example for cultural psychopathology.

Mar 22 & 24 WEEK 12: Inter-cultural Communication

Unit 16, Ch 3 Wang, J. (2002). Knowing the true face of a mountain: Understanding communication and cultural competence.

Unit 10, Ch 2 Pedersen, P. B. (2002). The making of a culturally competent counselor.
Hook, J. N., Worthington Jr., E. L., & Utsey, S. O. (2009). Collectivism, forgiveness, and social harmony. *The Counseling Psychologist*, 37, 821-847.

Mar 29 WEEK 13: Best Journals Due; Class Presentations and Final Exam Review

Mar 31 WEEK 13 Final Exam (20%)

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.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW):

<http://uwaterloo.ca/academicintegrity/>

Discipline: A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/] to avoid committing academic offences 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 Renison’s Administrative Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71, Student Discipline. For information on categories of offences and types of penalties, students should refer to this policy 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 .

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

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if grounds for an appeal can be established. Read Policy 72 - Student Appeals www.adm.uwaterloo.ca/infosec/Policies/policy72.htm .

Accommodation 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.

Final Examination Policy

For Winter 2011, the established examination period is April 8-21, 2011. The schedule will be available in February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see:

<http://www.registrar.uwaterloo.ca/exams/finalexams.html>).