Yonsei International Summer School 2011

Cross-Cultural Psychology

Course Code: IEE3272
Room: TBA
Period: TBA

Course Syllabus
(as of January 2011-subject to change)

Instructor: Dr. Toshi Sasao,
Professor of Psychology & Peace Studies, International Christian University, Japan
E-Mail: sasao@icu.ac.jp or tsasao1@gmail.com
Office Hours: TBA

Course Description & Learning Objectives:

This course has been designed (a) to provide an introduction to the exciting field of “culture and psychology” via a unique perspective on the ways in which human cultures and human psyche interact, and (b) to enhance our personal multicultural competence to deal with and understand variations in human behavior across cultures. To achieve these goals, this course will introduce students to current theory, methods, and research drawing on two areas of psychology to focus on the individuals-in-society and the individuals-in-contexts, i.e., community (or ecological) psychology and cross-cultural psychology. Also, an emerging field of global psychology is presented. By the end of this course, you should be able to:

1) to define culture or sub-culture and compare and contrast it to race and ethnicity;
2) to identify the assumptions underlying these definitions and give examples of how they describe or fail to describe the realities and diversities of our societies today;
3) to discuss examples from theory and research that clarify psychological processes and behaviors within a range of cultural and sub-cultural contexts;
4) to use an ecological and community psychological perspective to discuss significant social issues with some examples from the U.S., Latin America, Europe, and Asia;
5) to critically examine selected social issues and social problems across cultures from the perspectives gained in this course;
6) to discuss differing educational and research strategies that have been developed to work with local communities in addressing social issues and problems including participatory action research, the arts, and popular education;
7) to identify the strengths and limitations of these resources for knowledge construction and community-based social change with an eye toward developing multicultural competence in the ever-globalizing society;
8) to discuss the implications of these ideas and practices for intercultural collaboration and communication in research, clinical or community practice, and action/activism in the globalizing world we all live in.

Course Format:

This course will make use of a variety of resources available, whenever possible and available, including lectures, class discussion, group and individual exercises, presentation, guest lectures, video-discussion, debates, etc. However, please note that since YISS is an accelerated 6-week program, some of the auxiliary events (e.g., guest speakers, videos) may not be available. Students are expected to actively participate in all course activities. Details of these activities will be discussed later in the course.
Requirements (tentative - % of your final course grade, where appropriate):


2. **Class Attendance and Participation/Presentation (10% **Very Important!**)**: Your active participation in class is expected. You will be asked to share your thoughts on what has been covered in the previous and current class sessions and/or by reading materials inside and outside of classes, or sometimes by leading the class discussion. Also, classroom presentations on weekly readings are required. If you are absent for three or more classes (inclusive) with no justifiable reasons, you will be automatically given a failing grade, regardless of your performance on the assignments or any other requirements.

3. **Reaction Papers (30%)**: During the course of the term, students will write several short reaction papers (probably five or so) in response to the weekly reading assignments, any class discussion topics, any related interaction-based discussion outside of this class, any related current news, etc. The choice of your topic is left to the discretion of each person. Sometimes, your instructor will give you topics to write on. The papers should be several pages long each (double-spaced, reasonable font size and margins), and will be graded on the amount of serious thinking that appears to have been put into them. These papers are NOT intended to be “casual thought papers;” so do NOT sit down at your computer a few hours before class and purge your “stream of consciousness” insights. Collect your thoughts, reflect on your thoughts, critically engage your thoughts—then write your analysis. Use the format for an academic essay: have a point, state your point, offer support for your point with relevant references whenever/wherever possible, and offer conclusions and future issues to consider. Due dates are announced in class. We hope to set aside some time in class to share your reactions or what you write.

4. **Field Exercise (30%)**: A field exercise requires students to have hands-on cultural experiences that capitalize on your stay in Seoul. Details of this exercise will be explained in class.

5. **Exams I and II (30%)**: Two 50-minute essay exams are being planned: Exam 1 and Exam 2.

**Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic &amp; Activity</th>
<th>Reading Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td><strong>Course Overview</strong>&lt;br&gt;<strong>Introducing Complexities and Challenges of Cultural and Human Diversity</strong>&lt;br&gt;<em>Definitions of Culture &amp; Assumptions</em></td>
<td>READ-1</td>
</tr>
<tr>
<td>#2</td>
<td><strong>Culture, Language and Communication</strong>&lt;br&gt;The Dual Evolution of Language and Human Culture&lt;br&gt;Cultural Influences on Verbal Language&lt;br&gt;Cultural Influences on Nonverbal Communication&lt;br&gt;Intracultural and Intercultural Communication&lt;br&gt;Bilingualism and Culture</td>
<td>READ-2</td>
</tr>
<tr>
<td>#3</td>
<td><strong>Culture, Self, and Identity</strong>&lt;br&gt;Culture and the Concept of Self</td>
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### Cultural Differences in Self-Concept
- Culture and Identity
- Multiple Layering of Identities

### #4 Immigrants, Refugees, and Acculturation
- Challenges of Immigration and Acculturation in the Globalizing World
- Immigrants & Refugees
- Common Experiences of Immigrants and Refugees
- Acculturation
- Video: “The Children of the Camps”

### #5a-b-c Culture and Social Behavior in Context: Interpersonal and Intergroup Relations
- Culture and Impression Formation
- Love, Sex, and Marriage across Cultures
- Culture and Intergroup Relations
- Culture and Aggression

### Embracing Cultural Diversity: A Community Psychology Perspective
- Ecological Principles and Cultural Diversity
- Applying Ecological Principles in Real-World Settings
- Building Foundations for designing Social and Community Interventions and Change Strategies across Cultures

### #6 Terrorism: An Ultimate Form of Cultural Conflicts?: Toward Global Community Psychology

### Assignment Submission Policy, Make-Up, Grading Policy & Academic Integrity:

Your final course grade will be determined by a number of course activities as shown in Tables 1 & 2. The course grade will not be based on the class curve or distribution of scores, but on absolute scores you earn throughout the term. You are competing with your own limit!

**Table 1: Course Activity and Maximum % Scores**

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Maximum % Scores</th>
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<tbody>
<tr>
<td>(1) Reaction Papers</td>
<td>30</td>
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<tr>
<td>(2) Field Exercise</td>
<td>30</td>
</tr>
<tr>
<td>(3) Exams</td>
<td>30</td>
</tr>
<tr>
<td>(4) Participation, Attendance &amp; Contribution</td>
<td>10</td>
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|                      | 100              |

**Table 2: Projected Course Grade Distribution**

<table>
<thead>
<tr>
<th>Score Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% or above</td>
<td>A-,A0,A+</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B-,B0,B+</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C-,C0,C+</td>
</tr>
<tr>
<td>63-69%</td>
<td>D-,D0,D+</td>
</tr>
<tr>
<td>62% or below</td>
<td>F</td>
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Late submission of Assignments. As a rule, no late submissions are accepted. However, for any reasons discussed with the instructor and/or in cases of unexpected emergencies (e.g., car/scooter/bike/bus/train accidents, arrests, death of relatives), an extension of assignments may be granted, but with a signed note from appropriate sources (e.g., physician, police officer, subway office). For any delayed submissions, 20 percent of your obtained score will be deducted from your actual score. For example, if you received 45 points (out of 50) on an assignment turned in late, your final raw score will be 45 - (45 x .20) = 36. Computer and printer problems are not acceptable excuses for late work. Thus, please turn in all of your assignments on or before due dates; all of the assignments are to be received by the instructor in the classroom. Please note also that the YISS does not accept any of your assignments; all of the assigned work needs to be received by the instructor in person. Do not slip your assignments under the door of the YISS Office or that of the instructor’s apartment because they are often put under the wrong door. No assignments will be accepted either by electronic mail or by FAX.