

	<p align="center"><b>CHAMINADE UNIVERSITY OF HONOLULU</b>  <b>Summer Session II 2023</b>          PSY 436 Cross Cultural Psychology          Class Time: Online          Location: Online</p>
	<p><b>Instructor:</b> Darren Iwamoto, Ed.D., LMHC  <b>Email:</b> diwamoto@chaminade.edu  <b>Office Telephone:</b> 808-739-4604  <b>Office:</b> BS 111A  <b>Office Hours:</b> Mon &amp; Thurs 4:00 pm – 5:20 pm or          by appointment</p>

### **Catalog Course Description**

This course will provide an overview of the field of cross-cultural psychology and examine theories of psychology as they apply to different cultures. The student will examine how cross-cultural research in psychology has affected our understanding of traditional truths and psychological principles about human behavior, the limitations of this knowledge, and our current understanding of human behaviors in terms of their universal or culture-specific nature.

### **Program Linking Statement**

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of Scientific Method and its Application in the Field of Psychology.

### **Course Description**

This course will provide an overview of the field of cross-cultural psychology. Through active participation and the use of discussion, videos, lectures, activities, student presentations, and reading students will have the opportunity to fully explore this exciting field of psychology.

The goal of this course is to learn how psychological problems and conditions vary across the different cultures of the world. The purpose of this comparative approach to psychology is to emphasize that the Western view of psychology should not necessarily be taken as the norm. Theories developed in North America and Europe do not necessarily apply to the entire world's populations, even though we tend to assume that they do. By the end of the course you should be able to appreciate a variety of psychological processes and be able to view critically theories of psychology which claim to be universal in scope. You should be able to discuss both the psychological similarities and the differences of various cultures around the world.

### **Articulation of Characteristics and Values**

PSY 436 Cross-Cultural Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of Psychology. Cross-Cultural Psychology seeks to identify and understand why we do what we do and think what we think within the context of diversity. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;

3. Critical thinking; and
4. Open-mindedness.

This will be found in our class discussions and in our capstone culture presentation.

### **Student Learning Outcomes**

Student will demonstrate an understanding of:

1. The use of scientific methodology for answering questions concerning how culture influences human behavior.
2. The concepts of ethnocentrism, stereotypes, and prejudice.
3. The major concepts, research findings, and theories that represent the scientific perspective of how culture influences human development.
4. The major concepts, research findings, and theories that represent the scientific perspective of how culture influences gender roles.
5. Our notions of the assessment and treatment of abnormal behavior.
6. How culture influences the development of personality.
7. How culture influences social behavior.
8. Ethical issues relevant to understanding cross-cultural psychology.
9. Major concepts, research findings, and theories regarding cross-cultural psychology.
10. How the Five Marianist Educational Values are integrated into the course.

### **Required Text**

Matsumoto, D. & Juang, L. (2017). Culture and psychology (6<sup>th</sup> ed.). Boston, MA: Cengage Learning

### **Assessment**

#### **Assignment:**

Introduction  
Discussion Question Response & Participation

Examination 1  
Examination 2  
Examination 3  
Culture Presentation

#### **Points:**

5 points  
45 points (DQ Response = 5 pts & 2 required participation posts = 10 pts x 3)  
100 points  
100 points  
100 points  
20 points

**Total possible points**

**370 points**

### **Grading Scale**

A = 90% - 100%  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = 59% and below

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

- All assignments will be due in Canvas by 11:59 pm on the due date specified on this syllabus.
- No late assignments will be accepted once this class has ended.
- **Late assignments up until 11:59 pm of the last day of class will be accepted with a 50% point deducted regardless how late it has been submitted and regardless of reason.**
- All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. **No Incomplete grades will be issued.**

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Description of the Assessments:**

#### **Introduction:**

This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily.

- What is your name?
- Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you and culture. If you choose this option, you'll need to share a little on why you picked the image that you did.)
- What type of career interests you the most?
- Where were you born?
- What culture do you most identify with and why?
- What kinds of cultural practices do you remember doing growing up?

#### **Discussion Question Response and Participation:**

*Discussion Response* - Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion question in no less than **100 words** in length. Post your discussion

response directly to Canvas. **Do not post as an attachment.** This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.

*Participation Requirement* - Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. For full participation credit you are required to contribute a total of two substantive responses each week.

*Following are guidelines for weekly discussion response grades:*

- *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is ***well written***. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion.
- *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed.
- *Average* = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.
- *Minimal* = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere.
- *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.

### **Examinations:**

You will be given three examinations. Examination 1, Examination 2, and Examination 3 will consist of 25 multiple-choice questions (worth 4 points per question) assessing your knowledge of the text.

The Examination 3 may include questions pertaining to the Marianist Educational Values.

### **Capstone Culture Presentation:**

For this presentation you will present on a cultural comparison of the Hawaiian culture and a culture of your choice. The focus of this presentation should be more about commonalities than about differences. This presentation must utilize a minimum of 2 credible sources (one of which can be your assigned textbook).

Your presentation must have a minimum of 11 slides. Your presentation should include, but not limited to, the following:

- Introduction

- Concept of self
- Family values
- Expression of feelings
- Views on abnormal behavior
- Development of personality
- Development of social behavior
- Parenting practices
- Religious beliefs
- Conclusion
- References

You are expected to cite your sources in your presentation slides.

Your presentation should be uploaded to Canvas in .ppt, .pptx. or .pdf format only.

*Assignment Characteristics for Capstone Culture Presentation:*

**Pedagogical Method - Experiential learning:** Students will identify obtain a deeper understanding of the Hawaiian culture and a culture of their choice.

**X Factor Element – Finding Happiness:** Students will develop a deeper understanding of the Hawaiian culture and a culture of their choice. They will discover the feeling of empowerment as they develop their skills of inquiry and how increasing knowledge expands their perspective of the world around them. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to more career pathways).

**Student Ideas – Long-Term Project:** This capstone culture presentation is introduced early in the term and the concepts and themes learned throughout this course will be implemented in the delivery of this capstone presentation.

**Attendance**

Inactivity equivalent to more than a week may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

**Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria

for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

### **Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

#### **2. Provide an Excellent Education**

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to

fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

**3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

**4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

**5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,  
Published in 1999 by Chaminade University of Honolulu, St. Mary’s University  
and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

**Tentative Course Schedule**

Date	Class Activity	Assigned Reading	Assignment Due
Week 1	Welcome & Introductions  Review Course Syllabus  Module 1:  Chapter 1 An Introduction to Culture and Psychology	Chapters 1, 2, 3, 4, & 5	Introduction  Discussion 1 Response



	<p>Chapter 2 Cross-Cultural Research Methods</p> <p>Chapter 3 Enculturation</p> <p>Chapter 4 Culture and Developmental Processes</p> <p>Chapter 5 Culture, Self, and Identity</p>		
Week 2	(Review Chapters 1 – 5 for Exam 1)	Chapters 1, 2, 3, 4, & 5	Participation Responses to Discussion 1  Exam 1
Week 3	<p>Module 2:</p> <p>Chapter 6 Culture and Personality</p> <p>Chapter 7 Culture and Gender</p> <p>Chapter 8 Culture and Cognition</p> <p>Chapter 9 Culture and Emotion</p> <p>Chapter 10 Culture, Language, and Communication</p>	Chapters 6, 7, 8, 9, & 10	Discussion 2 Response
Week 4	(Review Chapters 6 – 10 for Exam 2)	Chapters 6, 7, 8, 9, & 10	Participation Responses to Discussion 2  Exam 2
Week 5	<p><i>Module 3:</i></p> <p><i>Chapter 11</i> Culture and Health</p> <p><i>Chapter 12</i> Culture and Psychological Disorders</p> <p><i>Chapter 13</i> Culture and Treatment for Psychological Disorders</p> <p><i>Chapter 14</i> Culture and Social Behavior</p> <p><i>Chapter 15</i> Culture and Organizations</p> <p>Work on Culture Presentation</p>	Chapters 11, 12, 13, 14, & 15	Discussion 3 Response  Culture Presentation
Week 6	(Review Chapters 11 – 15 for Exam 3)	Chapters 11, 12, 13, 14, & 15	Participation Responses to Discussion 3  Exam 3