

FD-00  
PM

CHAMINADE UNIVERSITY  
**PSYCH 436: Cross-Cultural Psychology**  
Tuesdays and Thursdays 8:00 – 9:20  
Henry Hall, Room 102  
Fall 2000

**Instructor:** Dale R. Fryxell, Ph.D.  
**Office:** Kieffer Hall, "Cube L"  
**Office Hours:** Tuesdays and Thursdays 3:30 – 5:00, and by appointment  
**Telephone:** 739-4678  
**Email:** [dfryxell@chaminade.edu](mailto:dfryxell@chaminade.edu)

**Text**

1. Matsumoto, D. (2000). Culture and psychology (2nd ed.). Belmont, CA: Wadsworth Publishers.
2. Other readings as assigned.

**Course Description and Goals**

This course will provide an overview of the field of cross-cultural psychology. Through active participation and the use of discussion, videos, mini-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.

**Course Objectives**

Upon completion of this course, students will be able to:

1. explain the role that research has played in cross-cultural psychology;
2. define culture and the factors that influence it;
3. describe the relationship between culture and self-concept;
4. identify the psychological attributes that contribute to stereotypes;
5. identify the current research paradigms in psychology;
6. explain the relationship between culture and biology;
7. identify the multiple factors that contribute to enculturation;
8. describe how culture contributes to gender development;
9. describe the cultural influences on physical health;
10. identify culture-bound syndromes;
11. discuss the universality of emotion;
12. explain the Sapir-Whorf hypothesis;
13. discuss the importance of nonverbal behaviors in communication;
14. describe the role of culture in the communication process;
15. discuss the role that culture plays in the development of personality;
16. discuss the role of culture on aggression;
17. identify the role that culture plays in organizational culture.

**Important !!!!!!!!!**

By Tuesday, September 5<sup>th</sup>, please turn in an 8 ½ x 11 sheet with the following information on it;

1. A reasonably good Xeroxed picture of yourself.
2. Anything special that you would like me to know about you.



**Course Requirements**

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

A. Class activities (10 @ 20 points each)	=	200 points
B. Paper & Presentation	=	160 points
C. Class participation	=	<u>40 points</u>
Total Points	=	400

**A. Class Activities (10 @ 20 = 200 points)**

Ten class activities will be turned in for credit. Each activity will be worth 20 points. These activities may involve both individual and group work and may include both in and out of class time. Activities that are turned in late will be worth only half credit (no exceptions). You can keep track of the activities by listing them on the following chart.

Activity #	Date	Description
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**B. "EXPERT" Research Paper & Presentation (Paper = 100 points, Presentation = 60 points)**

Early in the semester you will select one topic for which you will become the "expert." The purpose of the presentation is to share with others in the class your knowledge about and interest in the topic you've chosen for your specialty. The paper and presentation are a very important part of your experience in this course. Presentations will be graded on organization, writing quality, knowledge of subject, creativity in presentation, and effectiveness of delivery.

Each student should select a topic of interest (see the following list for ideas). Everyone will have a different topic. The list is not exhaustive, which means that you may be interested in a topic that doesn't appear. If you wish to pursue something different, check with me first. Remember, the topic must highlight some aspect of psychology in another culture. Please select your topic by the third week in the semester. Topics like eating disorders and child rearing go quickly, so if you are interested in them, choose fast.

The paper should be 6 to 10 pages in length using standard margins and 12 point type. The presentation should be fifteen to twenty minutes. Think of it as a mini-lecture in which you use a minimum of three references. You are encouraged to use overheads, Powerpoint, video clips, or other types of media to make your presentation interesting.

The following should be included in each presentation:

1. The title of your presentation and your name
2. Very brief discussion of how your topic is traditionally seen in the West
3. Discussion of your topic from the point of view of a traditional culture
4. Suggestions for incorporating your topic into the Western mainstream views of psychology

Presentations may be scheduled throughout the semester, with the bulk of them occurring during the last two weeks.

Visual illusion susceptibility  
Culture and dreams  
Addictions from a cultural perspective  
Cognitive style  
Intelligence  
Achievement motivation  
The experience of emotion  
Gender roles  
Attachment  
Infant temperament  
Conformity  
Locus of control

Person perception  
Interpersonal attraction and love  
Social loafing  
Categorization and grouping of experience  
Culture-specific psychological disorders  
Psychotherapy from a cultural perspective  
Responses to emotions  
Child-rearing styles  
Bilingualism and personality  
Parenting styles and family structure  
Self-perception  
Attributions concerning academic success and failure

**C. Class Participation (40 points)**

It is important in an interactive class for all students to come to class fully prepared and ready to actively participate. Your final grade in the course will be based in part on your attendance - or lack thereof - and participation in the class discussions. Emphasis is placed on preparation. You should come to class with notes, questions, insights, comments, criticisms, and enthusiasm!

**Grading**

Grades will be assigned on a percentage basis.

A	90% - 100%	360 - 400 points
B	80% - 89%	320 - 359 points
C	70% - 79%	280 - 319 points
D	60% - 69%	240 - 279 points
F	59% or lower	239 points or below



Psychology 436 Cross-Cultural Psychology

<u>Week</u>	<u>Topics</u>	<u>Reading/Assignments</u>
#1 – Aug. 29 & 31	Course Introduction	
#2 – Sept. 5 & 7	Introduction to Cross-Cultural Psychology	Chapter 1
#3 – Sept. 12 & 14	Understanding and Defining Culture	Chapter 2
#4 – Sept. 19 & 21	Culture and Self	Chapter 3
#5 – Sept. 26 & 28	Ethnocentrism, Stereotypes, and Prejudice	Chapter 4
#6 – Oct. 3 & 5	Evaluating Cross Cultural Research Culture and Basic Psychological Processes	Chapter 5 Chapter 6
#7 – Oct. 10 & 12	Culture and Development Culture and Gender	Chapter 7 Chapter 8
#8 – Oct. 17 & 19	Culture and Physical Health	Chapter 9
#9 – Oct. 24 & 26	Culture and Mental Health	Chapter 10
#10 – Oct 31 & Nov. 2	Culture and Emotion	Chapter 11
#11 – Nov. 7 & 9	Culture and Language Culture and Nonverbal Behavior	Chapter 12 Chapter 13
#12 – Nov. 14 & 16	Intercultural Communication <b>1<sup>st</sup> Draft of Research Paper Due</b>	Chapter 14
#13 – Nov. 21	Culture and Social Behavior	Chapter 16
#14 – Nov. 28 & 30	Culture and Organizations <b>Final Paper and Presentation Due</b>	Chapter 17
#15 – Dec. 5 & 7	Conclusion & Course Review	Chapter 18