

Miyazaki International College  
Course Syllabus  
Fall 2018

Course Title (Credits)	PSY 312 Cross-Cultural Psychology (3 Credits)
Course Designation for TC	Elective
Content Teacher	
Instructor	Futoshi Kobayashi, Ph.D.
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Language Teacher	
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Office hours	N/A

Course Description:		
<p>This course compares cultural patterns of thought and behavior. Cultural comparisons, ranging from developmental to gender-related issues, will be addressed from a variety of psychological perspectives.</p>		
Course Objectives:		
<p>Throughout the semester, we will complete readings, discussions, activities, and projects with the following broad goals of this course in mind:</p> <ul style="list-style-type: none"> <li>• What do we mean by culture?</li> <li>• Basic dimensions across cultures.</li> <li>• Cultural differences in basic processes.</li> <li>• How culture affects social behavior.</li> </ul> <p>Critical thinking: In this course we practice essential critical thinking skills including interpretation, analysis, evaluation, inference, and explanation. We will practice these critical thinking skills both formally through specific assignments and tests, as well as more informally during class discussions, presentations, question and answer sessions, and other active learning activities.</p>		
Course Schedule:		
Day	Topic	Content/Activities
1	Introduction	Discussion of the Syllabus

		<p>Explanation of the Goals and Purpose of the Class</p> <p>Log-in this course in the Moodle</p> <p>Introduction of Web Dictionary for English Learners</p> <p>Homework: Read Introduction Text (pp. 1-3).</p>
2	Introduction Text (pp. 1-3)	<p>Meaning of “Psychology” in Greek language</p> <p>Five Major Goals of Psychology (pp. 1-2)</p> <p>Brief History of Psychology and Cultural Bias (p. 2)</p> <p>“Review 1” Sheet (Individual Activity)</p>
3	Introduction Text (pp. 2-3)	<p>Cross-Cultural Research Methods (pp. 2-3)</p> <p>Definition of Culture (p. 3)</p> <p>“Activity 1” Sheet (Group Activity)</p> <p>Homework: Read Introduction Text (pp. 4-5).</p>
4	Introduction Text (pp. 4-5)	<p>Are human beings the only species that owns culture? (p. 4)</p> <p>What is unique in human culture? (pp. 4-5)</p> <p>“Review 2” Sheet. (Individual Activity)</p>
5	Project 1 Preparation	<p>Explanation of Project 1. Sign-up for presentations. Students start to prepare their presentations. Instructor helps them.</p>
6	Introduction Text (p. 5)	<p>Etics and Emics (p. 5)</p> <p>“Theory of Mind (False Belief Test)” Video &amp; Group Discussion</p> <p>“Corporation Culture: Google” Video &amp; Group Discussion</p>
7	Introduction Text (pp. 4-5)	<p>“Activity 2” Sheet (Group Activity)</p> <p>Kojima Monkey Video &amp; Group Discussion</p> <p>“Bonobo &amp; Parrot for Language Use” Videos &amp; Group Discussion</p>
8	Individualism & Collectivism	<p>Introductory Lecture of Individualism &amp; Collectivism (with Self-Introduction Ritual Checking Activity).</p> <p>Individualism and Collectivism Video &amp; Group Discussion.</p>
9	Project 1 Presentations	<p>Project 1 Presentations</p> <p>“Individualism and Collectivism Scale” in the Moodle for Self-Evaluation</p>

		HW: Individualism & Collectivism Reading (1 page)
10	Culture & Self (1)	Inform Grades for Project 1 Presentations. Discussion: "Individualism & Collectivism Reading" "I am..." Activity (Individual Activity) Independent Self & Interdependent Self "Culture & Self" Video & Question Sheet Inform How to Prepare for the Test in Next Week
11	Culture & Self (2) & Project 2 Preparation	Preschools in Three Cultures "Interdependent and Independent Selves" Activity (Individual Activity) Give students: (1) project 2 directions, (2) example paper, and (3) planning sheet. Students read the directions and make their planning sheets. Instructor helps them.
12	Test for Introduction Text	This test occupies 15% of course grade.
13	"Pair-Presentations & Leading a Discussion" Preparation	Return Test and Go Over it. Explain Pair-Presentations & Leading a Discussion. Students start their preparations. Instructor helps them.
14	Culture & Education	American vs. Japanese Educational System Comparison. Read Kobayashi (1999) and Have Group Discussion.
15	Culture & Cognition (1): Culture & Physique Estimation	Students experience real research procedures: Calculating their BMIs and estimate their physiques. Read Kobayashi (2008) and Have Group Discussion.
16	Culture & Cognition (2): Causal Attribution	Students answer real research questions. Instructor explained the research of Menon, Morris, Chiu, & Hong (1999) and have Group Discussion.
17	Project 2 Progress Check & Preparation for "Pair-Presentations & Leading a Discussion"	Students submit their progress reports of Project 2. After that each pair can spend time to prepare for their presentations. Instructor helps them.
18	Culture & Classification	Students do "Classification" handout and calculate

		their own scores. Read the web article of “Culture & Classification” and have Group Discussion
19	Culture & Prediction	Students do “Prediction” handout and calculate their own scores. Read Ji, Nisbett, & Su (2001) online and have Group Discussion.
20	Culture & Emotion	Students take Ekman’s facial expression judgment test. Learn debate between Universalists (Ekman & Matsumoto) vs. Culturalists (Markus & Kitayama). Students also learn Masuda et al. (2005).
21	Project 2 Due	Students submit their Project 2. After that each pair can spend time to prepare for their presentations. Instructor helps them.
22	Pair-Presentations & Leading a Discussion (Chapters 1 & 5)	Chapter 1 Presentation (Culture, Values, and Social Thought): cross-cultural studies, ethnocentrism, personal values, etc. Chapter 5 Presentation (Depth Perception and Visual Illusions: Why Do Cultural Differences Exist?): depth perception, visual illusions, geographic perception, landscape perception, motion perception, hallucination, etc.
23	Pair-Presentations & Leading a Discussion (Chapters 6 & 7)	Chapter 6 Presentation (Dreams from Culture to Culture): dreams, fantasy, magical thinking, sleep, etc. Chapter 7 Presentation (Alcohol, Drugs, and Religion): consciousness, altered states of consciousness, hallucinogenic plants, Mexican American, Native American, etc.
24	Pair-Presentations & Leading a Discussion (Chapters 8 & 9)	Chapter 8 Presentation (The Ifaluk Ghosts of Micronesia): ghosts, folklore, folk medicine, oral tradition, oral history, storytelling, etc. Chapter 9 Presentation (How Children Think: An Issue of Content and Measurement): Piaget, conservation, cognitive style, etc.
25	Pair-Presentations & Leading a Discussion (Chapters 13 & 14)	Chapter 13: Presentation (Aggression: The Nonviolent Semai): aggression, aggressiveness, assertiveness, etc. Chapter 14 Presentation (Individualism vs.

		Collectivism: Differences Between Chinese and American Value Orientations): individualism, collectivism, social loafing, intrinsic motivation, etc.
26	Explain Project 3	Explain Project 3. After that each pair can spend time to prepare for their presentations. Instructor helps them.
27	Pair-Presentations & Leading a Discussion (Chapters 15 & 16)	Chapter 15 Presentation (A Frown Is a Frown Is a Frown: Facial Expressions around the World): Paul Ekman, facial expression, affect (in psychology), etc. Chapter 16 Presentation (Witch-Fear among the Aivilik Eskimo): white magic, magical thinking, witchcraft, etc.
28	Pair-Presentations & Leading a Discussion (Chapters 17 & 19)	Chapter 17 Presentation (The Elderly in Native American Culture): Native American, aging, longevity, powwows, etc. Chapter 19 Presentation (Race, Culture, and IQ): Intelligence test, The Bell Curve (1994) debate, etc.
29	Pair-Presentations & Leading a Discussion (Chapters 23 & 25)	Chapter 23 Presentation (Coping Styles among German and Israeli Adolescents): Coping, passive coping, active coping, internal coping, adjustment, etc. Chapter 25 Presentation ("Call me Crazy!" Psychiatric Labeling among the Eskimos and the Yoruba): mental health, clinical psychology, psychosis, schizophrenia, etc.
30	Pair-Presentations & Leading a Discussion (Chapter 28)	Chapter 28 Presentation (Gimme a Break! Patterns of Cooperation Among Mexican-Americans, African-Americans, and Anglo-Americans): cooperativeness, Mexican-Americans, African-Americans, Anglo-Americans, etc. Final Check for their own Project 3. Instructor helps them.
	Finals	Presentations of Project 3
Required Materials:		
<u>Assigned Text</u>		

Price, W. F., & Crapo, R. H. (2002). *Cross-cultural perspectives in introductory psychology* (4th ed.). Belmont, CA: Wadsworth  
 ISBN-13: 978-0534546533

Bring a highlighter, a red pen, a pencil, an eraser, an English-English dictionary, and an A4 binder to every class. Also, we will watch videos in this class. Thus, you must bring your earphones (or headphones) with you. Keep all the materials from this class in the binder. Students are expected to keep this syllabus and all class materials organized neatly in a binder, and to bring the binder to every lesson.

#### Course Policies (Attendance, etc.):

You are expected to be punctual and to attend all lessons. A delay or early departure will be counted as a half (0.5) day absence. However, any absence, delay, or early departure can be excused if an official document (e.g., doctor's notes) is submitted to your instructor within 7 days of such an occurrence. When you miss a lesson, it is your responsibility to see your instructor afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should email your instructor to explain your absence at least one day in advance.

**A maximum of five and a half (5.5) absences is allowed. The sixth absence will automatically result in a withdrawal from the course.**

#### Class Preparation and Review:

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

#### Grades and Grading Standards:

Tests (15%): You will be given a test about Introduction Text.

Presentation of a Topic and Leading a Discussion (40% = 20% X 2 times): There will be a discussion-based class and you and your partner (or 3 persons) will each take a turn leading the class discussion for a specific topic in cross-cultural psychology. Your grade will be based on (1) the quality of your presentation of the topic, (2) leading the discussion and (3) your ability to keep the class engaged with the material. More information about these topics will be given to you later in the semester.

Projects (45%): You will be assigned three major projects during the semester (i.e., 15% X3). These will require research on your part and good writing style in the case of essays. More

information about these projects will be given to you later in the semester.

The final grade will be determined as below.

A: 90-100 points

B: 80-89 points

C: 70-79 points

D: 60-69 points

F: Less than 60 points

### Plagiarism

Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of 'F' or withdrawal from the course.

### Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc.


### Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objectives:

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
3. The ability to identify and solve problems
5. Proficiency in the use of information technology

### Notes:

The schedule, policies, and procedures in this course are subject to change at the discretion of the instructor.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					