

**GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)**

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|---|---|
| 1.) DATE: 8/21/14 | 2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District |
| 3.) COURSE PROPOSED: Prefix: PSY Number: 132 Title: Psychology of Culture Credits: 3 | |
| CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; | |
| Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; | |
| 4.) COMMUNITY COLLEGE INITIATOR: Trisha Lavigne PHONE: 623/845-4773 FAX: 623/845-3689 | |
| ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program. | |
| MANDATORY REVIEW: <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves. | |
| AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study. | |
| 5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: <u>Core Areas:</u> Select core area... <u>Awareness Areas:</u> Global Awareness (G) | |
| 6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed. | |
| 7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6. | |
| 8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECPSY prefix <input type="checkbox"/> Elective Current General Studies designation(s): SB, G, C Effective date: 2014 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| Chair/Director: SUSAN KARPINSKI | Chair/Director Signature: |

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[G] CRITERIA | | | |
|-------------------------------------|--------------------------|---|---|
| GLOBAL AWARENESS [G] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | Course Description, Competencies & Outline, Syllabus, Class Schedule. |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input type="checkbox"/> | <input type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world. | Course Description, Competencies & Outline, Syllabus, Class Schedule. |
| <input type="checkbox"/> | <input type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | |
| <input type="checkbox"/> | <input type="checkbox"/> | c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures." | Course Description, Competencies & Outline, Syllabus, Class Schedule. |

| Course Prefix | Number | Title | Designation |
|---------------|--------|-----------------------|----------------------|
| PSY | 132 | Psychology of Culture | Global Awareness (G) |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checklist) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|--|--|---|
| <p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p> | <p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p> | <p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p> |
| <p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the U.S.</p> | <p>This course examines current knowledge about human diversity and behavior from a variety of contexts within both Western and global societies. The enculturation process is explored to place emphasis on application of this knowledge to enhance interactions in a multicultural world.</p> | <p>1. Course Competencies and Course Outline: The following course competencies and outline topics meet Criterion 1. (Competencies 1, 2, 5, 6, 7, 8, 9, 10, 12, 13, 14, and 15). Examples for competencies 2, 9, & 15 are included in Appendix A.</p> <p>2. Course Syllabus: Please refer to attached syllabus and class schedule, weeks 1-10 and 13-15.</p> <p>3. Textbook Table of Contents: The textbook chapters (1, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, and 15) covered in the course address the topics meeting Criterion 1.</p> <p>4. Exams/Quizzes: Exams and quizzes are designed to assess student understanding of psychological concepts as they relate to global societies and interaction in a multicultural world. See attached sheet for examples of exam questions that emphasize the course's focus on subject matter meeting Criterion 1.</p> |

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|---|---|---|
| <p>2d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.</p> | <p>This course examines: (1) The cognitive, motivational, perceptual, and educational enculturation process of East Asian cultures as it shapes identity and personality. There is an in-depth study of cultural phenomenon unique to the countries of Japan and China in particular. (2) The influence of cultural perspectives on contemporary global issues such as global climate change, education, female circumcision, global health care and food scarcity, and workplace organization.</p> | <p>1. Course Competencies and Course Outline: The following course competencies and outline topics meet Criterion 2d. (Competencies 5, 6, 9, 11, and 12). Examples for competencies 5, 6, & 10 are included in Appendix B.</p> <p>2. Course Syllabus: Please refer to the attached course syllabus and class schedule, weeks 3-11, 13, and 15 to view the course's subject matter meeting Criterion 2d.</p> <p>4. Textbook Table of Contents: The textbook chapters (3, 4, 5, 6, 7, 8, 9, 10, 11, 13, and 15) covered in the course address the topics meeting Criterion 2d.</p> <p>5. Exams/Quizzes: Exams and quizzes are designed to assess student understanding of psychological concepts as they relate to global societies and interaction in a multicultural world. See attached sheet for examples of exam questions that emphasize the course's focus on subject matter meeting Criterion 2d.</p> |
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Psychology and Culture
Course: PSY132

Description: Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts within western and global societies. Highlights topics in cross-cultural psychology, such as intergroup relations, diverse cognitive styles, ethnocentrism, gender, personality, emotion, language, communication, work and health. The role of enculturation throughout the lifespan will be explored to increase awareness of how behavioral and cognitive principles affect interactions in a multicultural world.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Describe the limitations of current knowledge about human behavior in western psychology and the advantages of adding cross-cultural information to psychology. (I)
2. Define culture and describe multiculturalism from a national and international perspective, contrasting culture with race and ethnicity. (II)
3. Discuss cultural influences on concepts of self and personality. (III)
4. Identify cultural influences on research methods, including the influential biases researchers and research participants bring to the research process. (IV)
5. Describe cultural differences and similarities in cognitive, moral, and socioemotional development. (V)
6. Describe cultural differences in work values and related intercultural conflicts in organizations. (VI)
7. Describe the contributions of basic psychological processes to intergroup relations, ethnocentrism and stereotyping. (VII)
8. Describe how the processes of categorization, memory, selective attention, and attributional bias affect the development and maintenance of ethnocentric attitudes and stereotypes. (VIII)
9. Describe cross-cultural research on basic psychological processes, including perception, cognition, and intelligence. (IX)
10. Describe cultural differences in gender and sex roles and the universality of gender-specific behavior patterns across cultures. (X)
11. Discuss cultural influences on physical and mental health including difference in dealing with illnesses. (XI)
12. Compare cultural and cross-national differences in health care delivery systems. (XI)
13. Compare cultural similarities and differences in human emotion. (XII)
14. Discuss cultural influences on the process of communication and language. (XIII) (XIV)
15. List and analyze guidelines for interaction with diverse cultures in a multicultural world. (XV)

MCCCD Official Course Outline

I. Cross-cultural approach

- A. When psychology and culture meet: an introduction to cross-cultural psychology
- B. The nature of knowledge in science
- C. Limitations of western psychology
- D. Gaining a global perspective

II. Understanding culture

- A. Definition of culture, race and ethnicity
 - 1. Multiculturalism within the U.S.
 - 2. Cross-cultural comparisons on a global scale.
- B. Pancultural principles versus culture-specific differences: Emics and Etics
- C. Introduction to ethnocentrism and stereotypes
- D. A dimensional approach to understanding cultures

III. Culture, self, and personality

- A. Culture and concepts of self
- B. Culture and personality traits
- C. Culture and indigenous personalities

IV. Cross-cultural research methods

- A. Issues in the conduct of studies across cultures and global societies
- B. The nature of truth in science and the importance of research
- C. The parameters and conditions of research
- D. Special issues in cross-cultural research

V. Enculturation, socialization and development

- A. Cultural similarities and differences in cognitive development
- B. Other theories of cognitive development
- C. Moral reasoning
- D. Socioemotional development

VI. Cultural influences on organizations and the world of work

- A. Cultural similarities and differences in the meaning of work
- B. Organizations and culture
- C. Cultural differences in work related values
 - 1. Motivation and productivity
 - 2. Leadership and management styles
- D. Intercultural conflicts in business and work

VII. Culture and intergroup relations

- A. Cultural and psychological influences on ethnocentrism and stereotypes
- B. Person perception and impression formation
- C. The contribution of other basic psychological processes
- D. Culture and ethnocentrism

VIII. Culture and social behavior

- A. Cultural differences in intergroup behavior
- B. Cultural differences in our interpretations of the world around us: cross cultural research on attributions
- C. Interpersonal attraction: love, intimacy and intercultural marriages
- D. Cultural differences in conformity, compliance and obedience to groups

IX. Culture and basic psychological processes

- A. Culture and perception
- B. Culture and cognition
- C. Intelligence: definitions and concepts

X. Culture and gender

- A. Cultural similarities and differences in gender roles
- B. The history of studying sex and gender in relation to culture
- C. The influence of culture on gender
- D. Cultural similarities and differences in ascribed gender roles and stereotypes
- E. Other psychological gender differences across cultures
- F. Ethnicity and gender

XI. Culture and health

- A. Sociocultural influences and health care delivery
- B. Cultural differences in the definition of health
- C. Sociocultural influences on physical health and medical disease processes
- D. Sociocultural influences on psychological disorders and abnormal behaviors
- E. Cultural differences in dealing with illness

XII. Diversity of human emotion

- A. Emotions from a mainstream American perspective
- B. The concept of emotions from a cross-cultural perspective
- C. Cultural similarities and differences in emotional expression
- D. Cultural similarities and diversity in other aspects of emotion

XIII. Culture and language

- A. The relationship between culture, language and worldview
- B. Culture and the structure of language
- C. Traditional theories of language
- D. Bilingualism
- E. Language acquisition

XIV. Culture and communication

- A. What are nonverbal behaviors?
- B. Classifying nonverbal behaviors
- C. Cultural differences in nonverbal behaviors
- D. Cultural similarities and differences in the expression and experience of communication

XV. Conclusion

- A. Guidelines to improve cross-cultural relationships
- B. Challenges and cultural diversity
- C. Human interaction in a pluralistic world: work, school and home



GLENDALE COMMUNITY COLLEGE
Psychology and Culture
PSY 132 Syllabus Spring 2014

Instructor: Dr. Trisha Lavigne, Psy.D.
Course Sec/Class Number: 19091
Class Time: MW 8:30am-9:45am
Class Room: GCCN Rm. A116
Course Dates: Jan 13th-May 9th
Instructor Email: trisha.lavigne@gccaz.edu

Cell phone/Contact number: **(623)845-4773**
Office Hours: Faculty A bldg. GCCN MW 11:30-1pm
Department number: (623)845-3615 *Message Only*
Department WebPage: www.gc.maricopa.edu/psyc
(The webpage is great for department & reference information)

Welcome to the Psychology of Culture!



This semester you will be introduced to the basic psychological concepts involved in human diversity of behavior and culture. During our time together, we will cover a great deal of content. Consistent, quality study time and attendance will be necessary to succeed in this class! I will assume you have college level reading and verbal skills in English, adequate study skills, and the personal motivation to succeed in this class. It is my goal to share the exciting field of psychology with you, in a manner that will challenge you to think critically and apply psychological concepts to your personal life in a meaningful way. To better help us to accomplish these goals, I expect you to:

1. Arrive at class on time and prepared.
2. Treat fellow classmates and instructor respectfully, never being verbally or physically abusive.
3. Active listening and note taking during class discussions.
4. Read the chapters to be discussed **prior** to class lectures.
5. Specific material from the book may not be covered during class lectures/discussions, however students are still responsible for knowing the text.
6. Keep all returned graded materials until you have received your final grade on-line.
7. Read the college course catalog on student rights and responsibilities.
8. If you are having difficulty with the course, come see me as soon as possible. It is better to deal with problems immediately instead of doing nothing and hoping they will go away. I can't help you if I don't know you need assistance.

Reading carefully all information included in this syllabus is critical to doing well in this class!

Required Text:

Culture & Psychology 5th Ed, by Matsumoto, D. & Juang, L. Wadsworth, 2013.

The text is available for purchase at the campus and the "College" (59th & Vogel) bookstores. There will also be a copy of the text at the reserve desk of the campus library. **You will need to use a book to successfully complete this course.** Please use the schedule of weekly topics within this syllabus to help you prepare for class ahead of time.

MCCCD Official Course Description:

Psychology and Culture “Presents current knowledge about human diversity in behavior and culture using examples from a variety of contexts and nations. Highlights topics in cross-cultural psychology, such as intergroup relations, ethnocentrism, gender, personality, emotion, language, communication, work and health. Emphasis on applications of behavioral and cognitive principles to enhance interactions in a multicultural world”. (GCC General Catalog).

Course Objective:

The objective of this course is to introduce students to the complex process that is involved in understanding human behavior. Furthermore, students will be expected to take the knowledge from this class, and apply it to understanding your own behavior and the behavior of others.

Participation Expectations: Classroom time will consist of lecture, discussion, activities, videos, and written assignments. Discussion is an important part of this class. It is understood that not everyone feels comfortable speaking in front of a group. However, after a few weeks to become accustomed to the class, you will be called upon to share your thoughts. If you are hesitant to share a particular thought in class, please feel free to email me your thoughts, reactions, and/or questions. Additionally, it is possible that you will disagree at some point with perspectives and opinions discussed in class. It is important that discussions and disagreements be held in an appropriate and respectful manner. I ask people who have a natural inclination to dominate discussions to try and keep comments concise and appropriate to the material being discussed. I will encourage feedback from ALL students and attempt to balance student interaction with course content, while keeping within the time allotted for the class.



Course Information

Attendance, Drops, & Withdrawal:

Attendance in this class is vital to your success! You are expected to attend all scheduled classes and attendance will be taken each class meeting. If you are more than 5 minutes late for class, or leave more than 10 minutes early, it will be considered a partial attendance. Any two instances of partial attendance will count as an absence. You will be allowed up to **4 absences**. Official absences and observance of major religious holidays are not subject to this absence policy, but appropriate notification is required **BEFORE** the absence occurs. If you have to miss class, please e-mail me at trisha.lavigne@gccaz.edu. Please include the class “PSY 132” in your subject heading, and don’t forget to sign your name! You may also call (623) 845-4773 before class to leave me a message.

Upon your 5th absence, you may be dropped from the course with a failing grade!

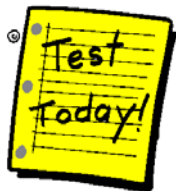
Read the class schedule to obtain student initiated withdrawal dates (check with the Admissions Office if you need clarification of any dates). The policy is that withdrawal from class is the student’s responsibility. Failure to withdrawal will result in a failing grade. Incomplete contracts/grades will only be given after a consultation with the instructor if all coursework is current.

If you miss a class you are responsible for getting notes, information about announcements and other classroom material from another student.

Financial Aid Warning: If you are receiving financial aid, or other benefits, it is your responsibility to protect your eligibility to receive financial aid/benefits by meeting the requirements of this course.

Course Evaluation & Grading:

Your evaluation in this course will be based on the following:



1. Five In-Class Exams (250 points possible):

Throughout the semester, you will have a total of 5 exams to be administered in class, during class time. Each of the 5 exams will cover three chapters of material, and will be worth a total of 50 points. Each exam will consist of multiple-choice questions, along with one or more of the following; T/F, matching, short-answer, and/or an essay question. You will be expected to attend class on exam days. There will be no “make-up” exams. If you miss an exam, and DO NOT have an “official” GCC approved excuse, you will lose the points. ***Your 5th and final exam, also worth 50 points, will be administered during class on Wed., May 7th beginning at 8:30am. There are no make-ups for this exam! Exam #5 will cover chapters 13, 14, & 15...it is NOT cumulative.*** At the end of the semester the total of your 5 exams will be calculated for an overall 250 exam points toward your final grade.

2. At-Home “Concept Check” Quizzes (120 points):

This class is registered online with Canvas.

Accessing this online software is vital to completing the course. You may access the Canvas site either at home or on campus in the HT building or library. Computer support services are available free of charge at the campus library. If you are not comfortable utilizing computer software, this may not be the ideal section of PSY 132 for you. Please feel free to bring any concerns you may have directly to me and we can discuss alternative options. For each chapter, you will be expected to log onto the course website and complete a 10-question quiz on your own time. You may utilize outside resources to complete each quiz. Each quiz will cover one chapter at a time and is **worth 10 points**. There are 15 quizzes due by the end of the semester. **Each quiz is “closed” at 8:00am on the date it is due. Your top 12 scores** will be used to calculate your quiz grade at the end of the semester, for a point potential of 120 points.

3. Written Assignments (150 points possible):

This semester you will complete three written assignments. Paper criteria will be given out in class, but the basic assignments are as follows:

A. Influence of Culture on American Education (50pts)- On Monday, Feb. 10th we will watch a brief documentary clips and break into groups to discuss the influences of culture on education in America. You will be assigned a reflection/topic paper at the end of class. The paper will be **due, in-class on Wed., Feb 19th**.

B. Documentary Reaction Paper (50 pts)-On Wed., Feb. 26th we will view documentary film clips from “*Human Rites*” and discuss the impact of culture on gender development and roles. You will be required to write a reflection paper. The paper will be due, in class, on **Mon., March 17th**.

C. Film Reaction Paper (50pts)- On Monday, April 28th, the class will view the documentary film, “*God Grew Tired of Us.*” We will discuss the movie and you will be required to write a reaction paper. The paper will be **due on the final day of class, Wed., May 7th**.

4. Honors Group Project (100 points possible):

During the semester you will be required to work with classmates to plan and execute a group presentation on the “culture” of your choice. On **Monday, March 3rd,** the class will discuss project requirements and expectations prior to taking Exam 2. The groups will then be assigned during the next class meeting on March 5th. Each individual member will earn points for a “firing” policy/presentation outline, critique of peers, and the quality of the presentation.

HERE IS A BREAKDOWN OF HOW YOUR GRADE WILL BE CALCULATED:

- | | | |
|--|-----------------------------|--------------|
| 1. Your 5 exams (50 pts. each) | = 250 total points possible | 40% of grade |
| 2. At-Home Quizzes (10 pts each) 12/15 | = 120 total points possible | 19% of grade |
| 3. Writing Assignments (3) | = 150 total points possible | 25% of grade |
| 4. Honors Group Presentation & Peer Critique | = 100 total points possible | 16% of grade |
-

This will give each student a possible point total of: = **620 points**

Grades at the end of the semester will be assigned as follows:

- A - 90% of all possible points or higher
- B- 80-89% off all possible points
- C- 70-79% of all possible points
- D- 60-69% of all possible points
- F- 59% or less of all possible points

During the semester **you will be responsible for maintaining information about your point total**. Please be sure to retain your own grade records until you have received your final grade online. You can access your final grade via the Canvas website, or GCC webpage under the "student services" section. If for some reason you feel you cannot complete the class, please discuss an INCOMPLETE with the instructor as soon as possible. Incompletes will be given only if you have a passing grade (D or better) at the time you are making the request and if the circumstances warrant the extra time.

The professor may modify this syllabus at any time during the semester.

Policy Information

Children and Visitors: Children and visitors are not allowed in the classroom.

Special Needs: If you have a disability that may have some impact on your work in the class and for which you may require accommodations, please contact Disability Services located in TDS-100 on the GCC main campus. Telephone: (623) 845-3060

Academic Integrity: This is a college class and it will be assumed that you are prepared to work at college level. Academic dishonesty can take many forms. These include but are not limited to plagiarism (using another person's work as your own), giving or receiving illicit aid regarding material covered on an exam, and attempting to have another person take an exam for you. Cheating is taken very seriously and any student caught cheating will be expelled from the course with a failing grade. It's not worth it...Don't do it!

Pagers, iPod, and Cell Phones: **Please turn off all electronic devices during class. Texting, checking messages, and use of other electronic devices will not be permitted in the classroom,** unless otherwise approved by the instructor ahead of class time. Wait until break to check messages, or excuse yourself from the class if you cannot wait for the break. If this becomes a problem, it will be discussed with you individually. Please notify the instructor immediately if there is an emergency in which you might require the use of your phone.

Student Rights and Responsibilities: Please read the section in your GCC course catalog about student rights and responsibilities and other policies which relate to your participation in the campus community.

Audio-taping Policy: No audiotaping of lectures will be allowed without special permission from the instructor.

Food & Beverage Policy: No food is allowed in the classroom. Beverages in sports bottles with the pop-up caps will be allowed. Otherwise, drinks are not allowed in the classroom. This means no pop-up cans, Big Gulps, etc...

Exam Policy: Exams for this course are **administered in class**. Class announcements, discussion of assignments, and instructions for the successful completion of the exam are often administered at the beginning of class on testing day. In order to respect the testing environment and enhance your successful completion of the exam, it is required that you arrive to class **on time**, *especially on exam days!* Students who arrive after the exam has been administered may be denied entrance to the class for that class day only. Please feel free to approach me with questions or concerns regarding this policy. (623) 845-4773. trisha.lavigne@gccaz.edu

Spring 2014 Class Schedule Section 19091

Class Dates: Chapters/Assignments Readings/Assignments

Due

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|------|--|--------------------|
| 1/13 | Mon: Review Syllabus & Class Intro | None |
| 1/15 | Wed: In-Class Activity: World Map | |
| 1/20 | Mon: MLK Day Campus Closed: NO CLASSES | |
| 1/22 | Wed: Chapter 1: Intro to Culture | Quiz #1 Due |
| 1/27 | Mon: Chapter 2: Research Methods | Quiz #2 Due |
| 1/29 | Wed: Chap 3: Enculturation | |
| 2/3 | Mon: Chap 3: Enculturation | Quiz #3 Due |
| 2/5 | Wed: EXAM #1 Covering Chapters 1 thru 3 | |
| 2/10 | Mon: Class Activity: Education in America: <i>Reflection Paper Assigned (50pts)</i> | |
| 2/12 | Wed: Chap 4: Culture & Development | |
| 2/17 | Mon: President's Day Campus Closed: NO CLASSES | |
| 2/19 | Wed: Chap 4: Culture & Development Reflection Paper DUE | Quiz #4 Due |
| 2/24 | Mon: Chapter 5: Culture & Cognition: In-Class Activity | Quiz #5 Due |
| 2/26 | Wed: Chap 6: Culture & Gender Video Documentary Clips "Human Rites" <i>Reflection Paper Assigned (50 pts)</i> | Quiz #6 Due |
| 3/3 | Mon: EXAM #2 Covering Chapters 4, 5, & 6 Honors Project Assigned | |
| 3/5 | Wed: Chap 7: Culture & Health | Quiz #7 Due |

SPRING BREAK MARCH 10th thru MARCH 14th CAMPUS CLOSED: NO CLASSES

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|------|--|---------------------|
| 3/17 | Mon: Chap 8: Culture & Emotion Reflection Paper Due | Quiz #8 Due |
| 3/19 | Wed: Chap 9: Culture & Language | Quiz #9 Due |
| 3/24 | Mon: Exam #3 Covering Chapters 7, 8, & 9. | |
| 3/26 | Wed: Chap 10: Culture & Personality | Quiz #10 Due |
| 3/31 | Mon: Chap11: Culture & Psych Disorders | |
| 4/2 | Wed: Chap 11: Culture & Psych Disorder Group outline due! | Quiz #11 Due |
| 4/7 | Mon: Chap 12: Culture & Treatment | Quiz #12 Due |
| 4/9 | Wed: EXAM #4 Covering Chapters 10, 11, & 12. | |

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| 4/14 | Mon: Group Presentations/Peer Review | |
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| 4/16 | Wed: Chapter 13: Culture & Identity | Quiz #13 Due |
|------|-------------------------------------|---------------------|

| | | |
|------|--------------------------------------|--|
| 4/21 | Mon: Group Presentations/Peer Review | |
|------|--------------------------------------|--|

| | | |
|------|---------------------------------------|---------------------|
| 4/23 | Wed: Chapter 14: Culture & Social Bx. | Quiz #14 Due |
|------|---------------------------------------|---------------------|

| | | |
|------|---|---------------------|
| 4/28 | Mon: Movie "God Grew Tired of Us" <i>Reflection Paper Assigned</i> | |
| 4/30 | Wed: Chapter 15: Culture & Organizations: In-Class Activity | Quiz #15 Due |

5/7/14 Wednesday **Class Final Exam, covering chapters 13, 14, & 13 will be administered at 8:30am. Attendance is Mandatory! Final Reflection Paper Due (can be online submission)**

STUDENT COPY

Student Statement of Understanding
PSY 132-Section 19091
Spring 2014 Dr. Trisha Lavigne

Date _____

I _____,
(Print full name)

have read the course syllabus and the course schedule and understand the contents of these materials and my responsibilities as a student.

I also understand that psychology, as a science, investigates the full range of human behavior and mental processes and therefore topics of a sensitive or mature nature may be discussed in class or included in the reading/resource materials. These topics include, but are not limited to, human sexual behavior, issues involving race, religion, ethnicity, disability, sexual orientation and violent behaviors (including physical, sexual, and emotional abuse).

If I am under age 18, I have discussed the course content with my parents/legal guardians and they are also aware of and understand the content of the course and related materials.

Signature

(Tear off bottom portion and hand into instructor. Please keep top copy for your records.)

INSTRUCTOR COPY

Student Statement of Understanding
PSY 132-Section 19091
Spring 2014 Dr. Trisha Lavigne

Date _____

I _____,
(Print full name)

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If I am under age 18, I have discussed the course content with my parents/legal guardians and they are also aware of and understand the content of the course and related materials.

Proposal Appendix A: Criterion 1

This section provides detailed information and the examination of several competencies through use of the course outline, lecture outlines, assignments, and exams as examples of the course's focus on subject matter meeting Criterion 1.

Competency 2: Define culture and describe multiculturalism from a national and international perspective, contrasting culture with race and ethnicity.

Course Outline 2 AII-C

Lecture Week 1

Quiz 1



Exam 1

This component of the course explores the goals of psychology as a field and seeks to define the concept of culture. Chapter 1 of the text and related activities, lecture, and discussion seek to explore whether psychological theories and principals are universal (true for all people of all cultures) or culture-specific, thus shaping cultural psychology. For example, a "World Map Activity" (figure. 1) is conducted to explore the concept of culturally specific belief systems about the world, known as "cultural worldview." Exploration of cultural worldview will coordinate with future lectures on self-concept, global attributions, stereotypes, social axioms, and ethnocentrism. Traditional, mainstream knowledge regarding human behavior will be challenged to assess its applicability to the contemporary world.

Sample activity: World Map Activity (Introduction to course)

World Map Activity:

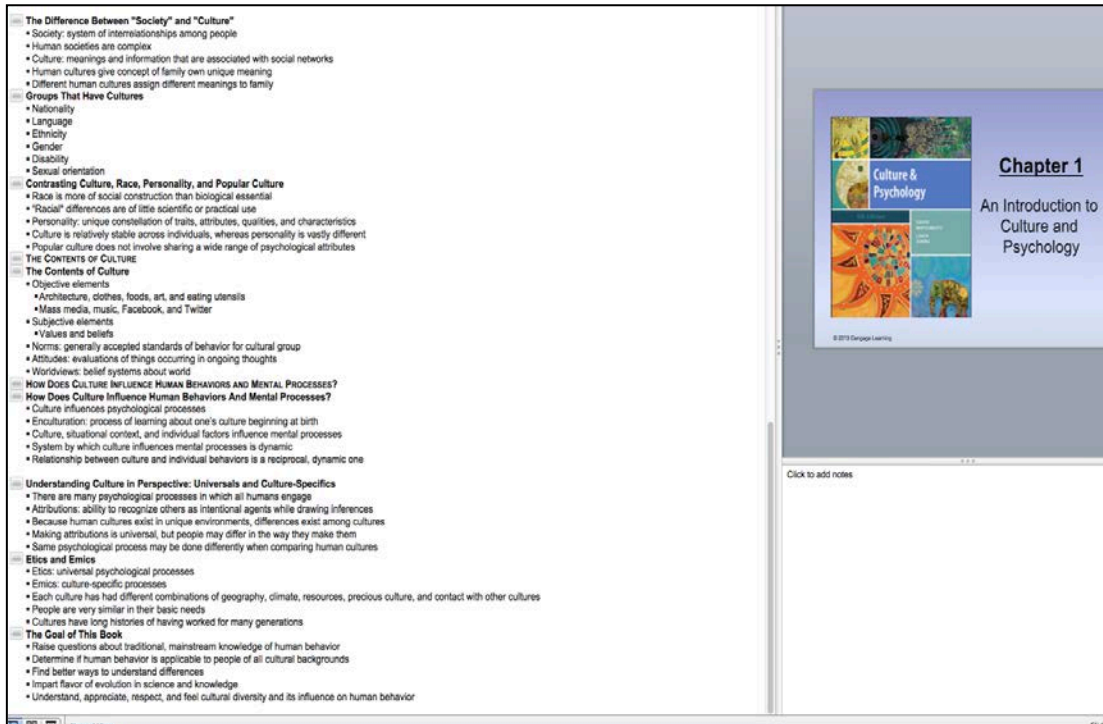
Working in groups of 4, use the blank art paper & materials provided to create a world map from memory. You have 20 minutes to fill in as much information as possible!



*"How you classify various regions of the world depends very much on where you happen to be standing at the time."
(Lewis & Wigen, *The Myth of Continents*)*

- Does our knowledge of geography in any way relate to our perception of international events? What *DO* we know about life outside the U.S.?

(Fig. 1 Activity Slide)



(Fig. 2: Sample Outline CH 1)

Sample essay exam questions:

1. What are some of the values, beliefs, norms, and worldviews that are important to you? Are any of these sacred to you? Discuss your examples and explore the degree to which they may be culturally universal or culture-specific.
2. If you could design a study on anything about human behavior to show how it is the same across cultures worldwide, what would that be?

Competency 9: Describe cross-cultural research on basic psychological processes, including perception, cognition, and intelligence.

Course Outline 9 A-C

Lecture Week 6

Quiz 5

Exam 2

The lecture on Chapter 5: Cognition examines the relationship between culture and the mental processes we use to transform sensory input into knowledge. The broad spectrum of cognitive processes is explored to identify important differences in the ways people of different cultures perceive and think about their worlds. Some researchers believe that the source of the differences observed in many global societies link back to the systemic cultural differences found in Greek and Chinese philosophies. Students are encouraged through lecture and discussion to explore the framework of these ancient cultural systems and recognize how it may produce differences in ways of perceiving and thinking about their world. For example, Westerners are often characterized by analytic ways of thinking, whereas East Asians are characterized by holistic thinking.

Sample small group discussion/activity:

Small groups of students (~4 to 5) sit together at a table and view a series of projected images from National Geographic Magazine. They are initially prohibited from talking and asked to write down an instantaneous, gut reaction to each photo. These notes are later compared as a group while the picture slides is shown for a longer duration. Each student is asked to contrast gut responses and work together to develop factual descriptions. Group members then seek to identify possible value-laden terms/assumptions made in response to the stimulus pictures, which are emotionally ambiguous scenes that are unfamiliar to most

students. Debriefing this activity includes discussion of biases inherent in our common way of describing things, along with how cultural and linguistic assumptions may distort and affect one's ability to communicate about objective events.



(Fig. 6 Sample Stimulus Pictures from National Geographic for Ch 5. group activity)

Adapted from M. & J. Bennett, Intercultural Communications Institute
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Culture as Cognition

- Psychologists view culture as cognition
- Culture is viewed as set of mental representations about world
- Norms, opinions, beliefs, values, and worldviews are all cognitive products
- Knowledge systems—culture—created to solve complex problems of living and social life
- Humans have certain cognitive skills other animals do not, allowing for culture

CULTURE, ATTENTION, SENSATION, AND PERCEPTION

Perception and Physical Reality

- People's perceptions of world do not necessarily match physical realities of world
- Once we begin to question our own senses, we want to know their limits:
 - Do experiences and beliefs influence perception?
 - Do other people perceive things as we do?
 - What aspects of others experiences and backgrounds explain differences in perception?
- How does culture influence this process?

Cultural Influences on Visual Perception

- Optical illusions: perceptive discrepancy between how object looks and what it actually is
- Carpentered world theory: unconscious expectation that objects have squared corners
- Front-horizontal foreshortening theory: interpretation of vertical lines as horizontal lines
- Symbolizing three dimensions in two theory: Westerners experienced in interpreting pictures
- People of different cultures may be differently motivated to perceive certain types of objects

Attention

- Culture influences what we attend to
- Matsuda studied:
 - Americans and Japanese differ in attention to background objects and individuals vs. groups
- Cultural differences in environment affords cultural differences in perception and attention
- Holistic vs. analytic perception
 - Westerners use analytic perceptual processes by focusing on salient object independent of context in which it is embedded
 - East Asians engage in context-dependent and holistic perceptual processes by focusing on object within context

CULTURE AND THINKING

Culture and Categorization

- People categorize on basis of similarities and attach labels to groups of common objects
- Creating mental categories helps sort out complex stimuli
- Some categories are universal across cultures
- Way in which people categorize things may be culturally variable
- Sorting tasks: common way to study cultural differences in categorization

Culture and Memory

- Differences in memory as a function of oral tradition may be limited to meaningful material
- Serial position effect: first or last item in list are easiest to remember
- Memory constants across cultures: age, hindsight bias, collective remembering of past
- Cultural differences in episodic memory are due to differences in self-construals, emotion knowledge, and interpersonal processes

Culture and Math Abilities

- Math is universal human psychological process
- National differences in math abilities and achievements exist
- Mapping of numbers onto space is universal
- Gender stratification hypothesis: gender differences related to cultural variations in opportunity structures for girls and women
- Even without formal educational systems, members of all cultures learn math skills

Culture and Problem Solving

- Problem solving: process of discovering ways of achieving goals not readily attainable
- Psychologists isolate process of problem solving by asking people from different cultures to solve unfamiliar problems in artificial settings
- Luna (1978): hypothesized logical reasoning is artificial; taught in Westernized schools
- Illiterate people may not understand hypothetical nature of verbal problems or view them with same degree of importance

Culture and Creativity

- Creativity depends on divergent rather than convergent thinking
- Constant across cultures:
 - Creative individuals have high capacity for hard work, willingness to take risks, high tolerance for ambiguity and disorder
- Differences amongst cultures:
 - High on uncertainty avoidance: work within norms

(Fig. 3: Sample Lecture Outline CH 5)

Sample exam questions:

1. Take a look at the picture on your right.

When asked the question, "What do you see?"...Individuals from _____ will likely answer, "A wolf."

- a) an analytic culture
- b) a culture with aerial perspective
- c) a holistic culture
- d) a high context culture



2. Take a look at the painting to your right.

In general, which of the following would **NOT** be typical of this artist?

- a) he has a "higher horizon," aerial perspective.
- b) he is likely to be "process-oriented"
- c) he is likely from a high-context culture.
- d) he is likely to context-independent perception of the scene.



Competency 15: List and analyze guidelines for interaction with diverse cultures in a multicultural world.

Course Outline 15 A-C

Lecture Week 16

Quiz 15

Exam 5

The overall intent of the course is once again summarized and concluded in the final week of the class. The purpose of gaining psychological and cultural awareness and knowledge to better interact in a multicultural world is emphasized through lecture and a final activity/reflection paper. Awareness of self is highlighted as critical to understanding the psychological processing of cultural differences and possible ethnocentric reactions to global societies.

Sample class activity/group discussion: Movie Viewing: "God Grew Tired of Us."

Movie Reflection Paper: "God Grew Tired of Us"
PSY 132 Dr. Lavigne

The purpose of this paper is for you to reflect on your reaction to the movie viewed in class (6. your experiences in the intergroup dialogue), and integrate your learning from all aspects of the course, including the assigned readings and dialogue discussions.

Paper Requirements:
Length: The final paper should be at least 2-3 pages long (double-spaced), using 12-point Times New Roman font and 1-inch margins all around.

Inclusion of Readings: You must use course readings and/or cross-cultural research to support, clarify, and contextualize your ideas. Independent of your opinion of the film, you are required to produce a thoughtful, balanced, and articulate perspective that both reacts to the film AND integrates course concepts into your written reaction. **Papers that include fewer than 4 "linked" course concepts will fail to earn full point value.** Be sure to cite readings appropriately according to APA or MLA format.

Grading Criteria:
Because students learn different things in different ways, there are no "right or wrong" answers to the guiding questions. Papers will be evaluated on content depth and quality – not on one's opinions. A thoughtful, well-written paper will include:

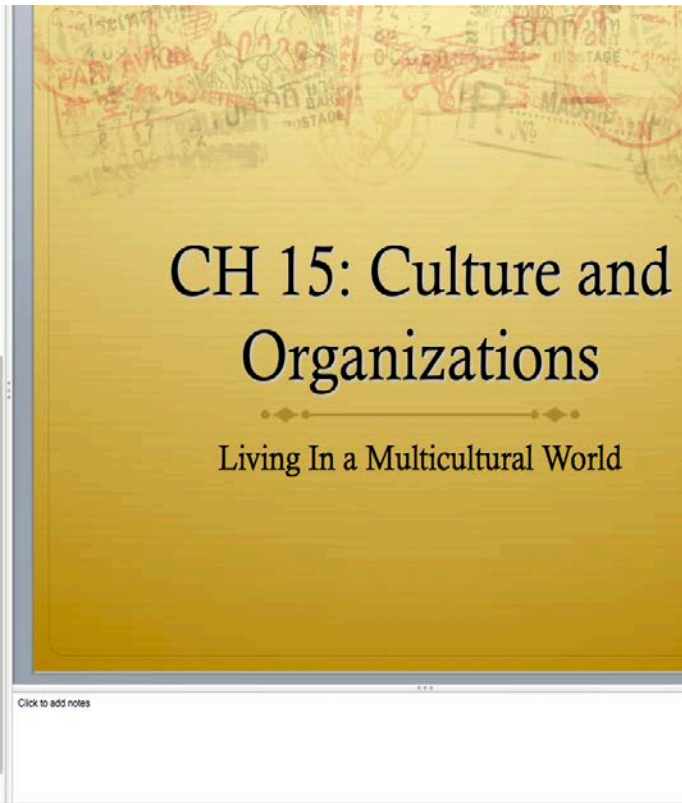
- Integrative, coherent and well-organized writing;
- Specific examples and detailed descriptions that illustrate your point.
- Reflections on your thought processes as you complete the assignment.
- Clear and precise connections between the film and PSY 132 course concepts.

"God Grew Tired of Us" Guiding Questions:

1. "What can we do?" This question is repeated over and over again throughout the film. Is this the purpose of the film? (Asking us what can we do?) John in particular utilizes this comment. What do you think he means by this question?
2. Compare and contrast the differences in appearance, attitudes, and behaviors between the older "Lost Boys" and younger ones. What do you attribute these differences to? Is it simply age difference, acculturation variations, or something else?
3. What sense of responsibility do the Lost Boys feel toward each other and toward their families and friends still in Africa? In what ways are they trying to improve their own lives and those of their families and friends? To what degree do you believe an American would share this perspective of responsibility to others?
4. Where are the aspects of culture (daily life, religion, rituals, beliefs, etc.) for the "Lost Boys" that they are forced to leave behind? What aspects are they able to maintain? Describe the reaction of Americans to these observed cultural traits within the boys. How does our perspective of the world compete with the boy's perspective (if at all)?
5. A benefit of this documentary lies in the opportunity to view our own (American) culture through the eyes of the Dinka. What aspects of our culture, which we may or may not take for granted, does this different perspective polarize?

(Figure 1: Assignment Criteria for Reflection Paper to movie, "God Grew Tired of Us")

- marginalized individuals
 + These individuals don't want anything to do with either the new culture or the old culture
- II. Multicultural People**
 How do people exposed to multicultural perspectives organize their different experiences?
- Blending**= bicultural people adopting psychological tendencies of both cultures.
- Frame-Switching**= switching between different cultural selves.
- II. Culture & Values**
Example: Leadership
- + Power distance
 - + Uncertainty Avoidance
- III. Culture & Productivity**
 What type of settings influence productivity?
- Social loafing**: When individual productivity tends to decline in larger groups
- Social striving**: When group work enhances individual performance
- III. Living in an Increasingly Diverse World**
- + Increasingly, companies need to deal with people of diverse and varied backgrounds
 - + More intercultural issues and challenges
 - + As companies become increasingly dependent on other companies in other countries, they face ever-larger number of intercultural issues
- IV. Multicultural Awareness**
- Sad reality of diversity...people from different cultures are not all treated with equal respect.
- + Stigmatized
 - + Active discrimination
 - + Unjust treatment
 - + Mocking and humiliation
 - + At times, targets of violence
- IV. Multicultural World**
- Stereotype Threat**= fear that one will act in a way that will inadvertently confirm negative views toward their group.
- + Don't have to agree with it to fall victim to it
 - + Fear of confirming negative beliefs causes that exact thing to happen
 - + Most pronounce in test taking situations!
- V. Pushing the Envelope: Ways to Increase Multiculturalism**
- Multiculturalism**= Learning to recognize and accept racial and ethnic diversity, rather than passively expecting everyone to accept a single culture.
- + Language
 - + Food
 - + Beliefs
 - + Values
- Are we all basically "yellow?" Is America a "melting pot?"
- V. Increasing Multiculturalism continued...**
- Involves:
- + Appreciating diversity
 - + Respecting different values
 - + "Seeing" diversity and accepting its presence



(Figure 2: Sample Lecture Chapter 15)

Sample essay exam questions:

1. What kinds of reward systems work best in different organizational and national cultures? How would you design an "ideal" reward system within an organization of your choosing?
2. Have you ever encountered difficulties working with individuals within a group setting? Might any of these problems been the result of cultural differences? Explore concepts of time-orientation, culture shock, ethnocentrism, and decision-making as they relate to group interactions.

Proposal Appendix B: Criterion 2d

This section provides detailed information and the examination of several competencies through use of the course outline, lecture outlines, assignments, and exams as examples of the course's focus on subject matter meeting Criterion 2d.

Competency 5: Describe cultural differences and similarities in cognitive, moral, and socioemotional development.

Course Outline 5 (A, C, & D.)

Lecture Week 3 & 4.

Quiz 3

Exam 1

This component of the course identifies the pivotal role that socialization agents, such as parents/caretakers and education, have on the development of humans within different societies. Two important concepts in this area of study, enculturation and socialization, are defined and compared. The material addresses a natural question in cultural psychology, *"What happens in development that makes people of different cultures different?"* The relative influences of caretakers, extended family members, educational systems, and other social institutions during the dynamic period of child development are explored. In particular, students are asked to analyze and compare the impact of sociopolitical influences and national values on the primary source of formal enculturation around the world: Education. The educational models of Finland and China are studied in-depth and compared to Westernized educational approaches.

Sample Assignment: Paper: Cross-Cultural Exploration of Education

Students are given the following articles related to educational modalities in Finland:

- Sahlberg, P. 2007. Education Policies For Raising Student Learning: The Finnish Approach. *Journal of Education Policy*, 22(2), 173-197
- Hammond, Linda. What we can learn from Finland's successful school reform? *National Education Association*, October 2010.

Students are also assigned the following article related to student attitudes toward education in China:

- Yang, C., Bear, G. G., Chen, F., Zhang, W., Blank, J. C., & Huang, X. (2013). Students' Perceptions of School Climate in the U.S. and China. *School Psychology Quarterly*, 28(1), 7-24.

These articles are referenced during in-class discussion and Chapter 3 lecture. Students are instructed to work in small groups of 4 to discuss reactions to 3 documentary clips of educational models representing Finland, China, and the United States. A worksheet is provided to assist the students.

| Cross-Cultural Exploration of Education Worksheet | | |
|--|--|-------------------------|
| Educational Model | Observations of Similarities & Differences | Societal Values/Beliefs |
| Finnish Education <i>"BBC Finland's Educational Success"</i> YouTube ~6min | | |
| American Education <i>"Education in America: Don't Fail Me-Part 1"</i> YouTube ~8min | | |
| Chinese Education <i>"BBC Chinese School-Episode 2 Part 1 of 6"</i> YouTube ~9min | | |

(Fig. 1 Documentary Worksheet)

Students are then given the following paper criteria:

Cross-Cultural Exploration of Education
 Writing Assignment-Worth 50 points

The purpose of this assignment is to gain understanding of the influence of cultural and national values on the educational model that serves as the primary socialization agent for children in any given society. After you read the distributed articles watch the documentary clips featuring an in-depth review of educational systems in Finland, China, and the U.S., please do the following:

1. Form small groups to discuss your observations of the various educational models, along with the societal values and expectations each model is based upon.
2. Take notes to identify and critique the various perspectives, avoiding a dichotomous view (e.g., right/wrong, good/bad) and emphasizing the pros/cons of each model.
3. Research and select a **minimum of 2** peer reviewed journal articles to strengthen your observations/opinions within the paper. These references must be cited using APA style format.
4. Use your notes taken during the documentary viewing & group discussion, along with additional notes and journal references to write an analysis/reflection paper using the following guidelines:

Part I: Analysis of Diversity in Educational Models

Convert the notes you haven taken into a paper exploration of the educational models presented in class. Avoid an overly simplistic summary, and focus on the contextual factors that lead each society to use a specific educational model. What patterns/themes of educational models can be found in each culture? What are the values, beliefs, priorities, etc...of the culture that have lead to the current style of education administered in each country? Feel free to include quotes and specific details from the various documentary clips. If you have additional readings and/or documentary knowledge that you feel would add to your critical analysis, you may also reference them. This section must be written in the third person. It is important to explore a personal critical analysis of what you have observed, rather than providing a simple summary. Write in an academic tone and avoid "casual" slang/conversational writing.

Part II: Personal Exploration of the Influence of Education on Enculturation & Identity Formation

You are encouraged within this section to explore the ways in which your personal experience with schooling has shaped your enculturation process/identity. Are there specific beliefs, values, ideas that you hold that are a direct reflection of the way in which

you were schooled? How might schooling experiences have impacted your identity and the goals you hold today? Are there aspects of the other educational models that you would avoid, or would have liked to experience? If so, why? (You can write in first-person for this section). Again, the goal is to take this topic and critically analyze the information. Of course, you will begin with description...but you will need to build upon the factual information and explore the deeper beliefs/values behind the opinions. In short, don't just describe...EXPLAIN! ☺

Part III: Exploring the Future of Education in American culture

The concept that education in the United States needs reform is not a novel idea. However, contemporary American culture is facing novel issues when it comes to the future of education in the U.S. What are your thoughts? Are we in need of tougher standards to compete on a global scale, or are kids in the U.S. overstressed and pushed too hard as it is? Are there certain developmental stages where this presents more of a problem than others? What do you believe needs to be a target/priority for change? What research is being done on the topic of your suggestion(s)?

All too often, reform discussion stalls on the identification of problems and fails to allow for diversity of new ideas & solutions. Pretend for a moment that you are consulted and asked to offer an opinion on the state of education in the United States. What changes (if any) would you make? Do you believe that these changes are possible with the current values of our society, or would education reform require a major cultural shift?

Formatting Requirements

- APA style format
- Must include cover page/references page
- Times New Roman, 12-point font
- Double-spaced within paragraphs
 - 1-inch margins all around
- May use headings to separate sections, or write in one paper using paragraphs to denote topic changes.

(Fig 2 Paper Criterion: Cross-Cultural Exploration of Education)

Sample exam questions:

1. In class we viewed a documentary clip featuring a school in Finland and discussed the cultural influence of education. Which of the following BEST describes the systemic impact of education on culture?
 - a. education is based on the values of the society it emanates from & helps socialize it's citizens, which then shapes the larger culture.
 - b. education shapes child development more than culture or language.
 - c. education shapes citizens who will change the world.
 - d. education shapes citizens, but has less to do with shaping overall culture than parents' caretaking styles.

2. The cultural models of education in China and Finland were contrasted with the United States in a class activity and paper. Which of the following were highlighted as the basis of most formalized educational models in any given culture?
 - a. religious beliefs of the majority and family organization.
 - b. societal values, worldview, and government structure.
 - c. parental involvement, economy, and societal morals.
 - d. government structure and the needs of the parents/caretakers.

Competency 6: Describe cultural differences in work values and related intercultural conflicts in organizations.

Course Outline 6 (A-C.)

Lecture Week 14

Quiz 15

Exam 5

As the course draws to an end, the topic of Culture and Social Behavior transitions into Culture and Organizations. This component of the course begins by highlighting the influencing role of culture on the people within organizations in addition to the organizations themselves. Many organizations play an important role as an agent of socialization in the development and maintenance of culture. The presented goal of this topic to gain understanding of the relationship between culture and work organizations in order to better understand global approaches to contemporary issues.

During lecture, cross-cultural research analyzing organizational culture is presented, focusing on Geert Hofstede's four major dimensions of culture.

| Framework | Dimensions |
|---|--|
| Hofstede's (2001) dimensions of work-related values | Individualism–Collectivism Power Distance Uncertainty Avoidance Masculinity-Femininity Long- vs. Short-Term Orientation |
| Smith, Dugan, and Trompenaars' (1996) dimensions of values | Egalitarian Commitment vs. Conservatism Utilitarian Involvement vs. Loyal Involvement Performance Orientation Assertiveness Orientation |
| House, Hanges, Javidan, Dorfman, and Gupta's (2004) dimensions of leadership values | Future orientation Human Orientation Institutional Collectivism Family Collectivism Gender Egalitarianism Power Distance Uncertainty Avoidance |
| Inglehart's (1997) dimensions of attitudes, values, and beliefs | Traditional vs. Secular-Rational Orientation Survival vs. Self-Expression Values |

(Fig 3 Table illustrating Hofstede's cultural dimensions as base for researched differences in organizational culture and behavior).

The lecture continues using Hofstede's original four dimensions of culture (Individualism-Collectivism, Power Distance, Uncertainty Avoidance, Masculinity-Femininity), along with a fifth explored dimension (Long vs. Short Term Orientation) to describe what is known as, "organizational culture."

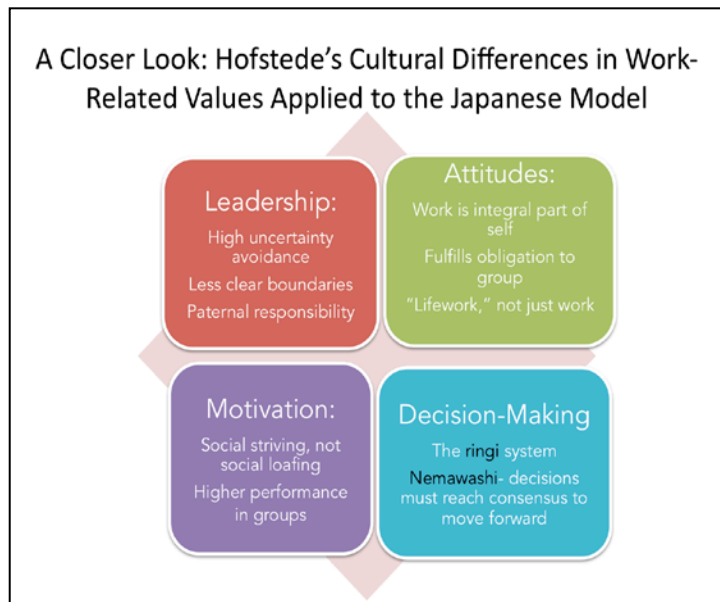
412 Chapter 15

Table 15.3 Differences in the Meaning of Work According to Hofstede's Cultural Dimensions

| Power Distance | | Uncertainty Avoidance | | Individualism vs. Collectivism | | Masculinity vs. Femininity | |
|---|---|---|---|--|---|---|---|
| Low | High | Low | High | Collectivistic | Individualistic | Feminine | Masculine |
| Stronger perceived work ethic, strong disbelief that people dislike work. | Weaker perceived work ethic, more frequent belief that people dislike work. | Prefers manager career over specialist career. | Prefers specialist career over manager career. | Duty in life appeals to employees. | Enjoyment in life appeals to employees. | People prefer shorter working hours to more salary. | People prefer more salary to shorter working hours. |
| | | Higher tolerance for ambiguity in looking at own job (lower satisfaction scores). | Lower tolerance for ambiguity in looking at own job (higher satisfaction scores). | Managers choose duty, expertness, and prestige as life goals. | Managers choose pleasure, affections, and security as life goals. | Employees like small companies. | Employees like large corporations. |
| | | | | More years of schooling needed to do a given job. | Fewer years of schooling needed to do a given job. | Lower job stress. | Higher job stress. |
| | | Optimism about people's amount of initiative, ambition, and leadership skills. | Pessimism about people's amount of initiative, ambition, and leadership skills. | Importance of provisions by company (training, physical conditions). | Importance of employees' personal life (time). | Less skepticism as to factors leading to getting ahead. | Skepticism as to factors leading to getting ahead. |
| | | | | | | "Theory X" (employees dislike work) strongly rejected. | "Theory X" gets some support. |

(Fig 4 Differences in Educational Processes According to Hofstede's Cultural Dimensions)

Building on the discussion of how culture influences organizations, and the individuals within them, the lecture proceeds to explore how this enculturation shapes leadership/management styles, attitudes, motivation, and decision-making when faced with intercultural issues on a global scale.



(Fig 5 Lecture Slide: Application of Hofstede's Values to Japanese Culture)

Working With An Increasingly Diverse Workforce Population

Problems that occur when two cultures clash are magnified when people from multiple cultures are thrust together to interact and work toward common goal:

Discussion/Activity:

Ex: Fukushima nuclear disaster clean-up.



•58 Billion U.S. spent so far

•Japan working with Europe and U.S.

•2 years into clean-up. Expected to take 40 years in total.

What is the influence of Japanese culture on the response to this tragedy?

(Fig 6 Introduction Slide to Application Activity Through Contemporary Problem of Fukushima Nuclear Plant Meltdown)

A Closer Look: Japanese Response to Fukushima Clean-Up



(Fig 7 Lecture Slide: Application of Hofstede's Cultural Values to Japanese Approach-Fukushima)

The Japanese model of organizational culture is then contrasted with slide examples from the United States and India. Lastly, students engage in a brief activity in which they apply these concepts to contemporary global issues. They work in small groups of 3 to 4 students and select from the following problems:

Global Issues That Transcend Culture:



Starvation & Food Scarcity



Climate Change & Global Warming



AIDS & Disease Prevention



Protecting Human Rights



Children

How can understanding our intercultural differences help us tackle these problems together?

(Fig 8 Lecture Slide: Examples of Contemporary Problems on Global Scale)

Chapter 15: Culture and Organizations

CLASS EXERCISE
Work-Related Values in Solving Problems

NAMES:

Select one "global" problem listed on the slide, and analyze that topic from the perspective of the U.S. and at least one other culture. How would each country/culture approach the problem in terms of the previously mentioned five dimensions of work-related values. Refer to Tables 15.1-4 in the textbook for specific characteristics of each dimension.

| Country or Culture of Choice | Uncertainty Avoidance <i>High or low?</i> | Power Distance <i>High or low?</i> | Individualism or Collectivism? | Masculinity-Femininity Scale | Time Orientation |
|------------------------------|--|---------------------------------------|--------------------------------|------------------------------|------------------|
| United States Approach | | | | | |
| | | | | | |

2

(Fig 9 Activity Worksheet Used by Group)

Competency 10: Describe cultural differences in gender and sex roles and the universality of gender-specific behavior patterns across cultures.

Course Outline (A, C-F.)

Lecture Week 8

Quiz 6

Exam 2

During the presentation of Chapter 6: Culture and Gender, the concept that culture influences the behaviors, values, and expectations associated with being male or female are presented. Research on sex and gender differences within the United States is presented to illustrate how men and women are unique, or not, on a variety of psychological and behavioral outcomes. Areas such as cognition, conformity, sexuality, mate selection, and division of labor are explored to identify gender trends. The lecture then proceeds to take these U.S. correlates and pose the question, "To what degree is there universality in our expectations of gender?"

Socially constructed gender roles are examined cross-culturally to identify a possible *psychological universal* when it comes to gender stereotypes and our gender role ideologies (collective representations that pressure men and women into acting in certain ways).

III. Gender Stereotypes & Culture: Universal Perceptions

Williams & Best (1982, 1990)-studied 30 countries and found high **pancultural** agreement on the adjectives used to describe males and females.

**while there are cultural differences in terms of how men and women are perceived, there are striking similarities in gender stereotypes that seem to transcend culture!*

Male traits were *universally* viewed as: **Positive**
Active
Strong

Female traits were *universally* viewed as: Nurturing
Passive
Weak

Gender-role ideology has to do with judgments about what males and females ought to be like or ought to do.

(Fig 10 Lecture Slide: Research Study for Cultural Universality in Gender Stereotyping)

III. Gender Across Cultures: Hofstede's Study

Masculinity versus Femininity=
degree to which culture will foster, encourage, or maintain differences between males and females

| Low Masculinity | High Masculinity |
|---|---|
| <p>Sex:</p> <ul style="list-style-type: none"> ✓ Matter-of-fact attitude ✓ More intimacy ✓ Women more active, enjoy 1st sex <p>Single standard</p> <p>Emphasis on relations</p> | <p>Sex:</p> <ul style="list-style-type: none"> ✓ Moralistic ✓ Double-standard ✓ Encourages passive role for women <p>Ego-oriented</p> <p>Rigid role & expectations</p> |

How can knowledge of both pancultural and culture-specific gender expectations help us to address contemporary gender issues?

(Fig 11 Lecture Slide: Hofstede's Cultural Dimensions- Differences Between Low/High Masculine/Feminine Societies on Sexuality & Gender Expectations)

These psychological concepts identifying the cultural influence on behaviors associated with being male or female are then linked to events that have brought international attention to gender issues. The role of women in Muslim culture and the controversial cultural practice of female circumcision are presented as a discussion example. Students are given a brief description of the practice and shown documentary clips (non-graphic) in order to engage in class discussion and develop perspectives to be shared in a reflection paper.

Application Activity: Female Genital Mutilation

A question of knowledge?

Female circumcision:

- Considered rite of passage
- Important cultural tradition
- Highly controversial and criticized practice
- WHO estimates ~100 to 140 million girls worldwide have participated in 1 of 3 types of excision.
- Most common; Africa, Asia, & Middle East

Documentary viewing: Please consider...

- ✓ How do you think this practice came to be?
- ✓ If you find this practice abhorrent, why?
- ✓ Would YOU be able to demonstrate your understanding of the importance of the practice to this culture, BEFORE criticizing it?
- ✓ Do we have traditions in the U.S. that are rooted in perceptions of gender & might be perceived as cruel to other cultures?

(Fig 12 Lecture Slide: Introduction to Female Circumcision Discussion Topic/Documentary Viewing)

Psychology of Culture: PSY 132
Dr. Trisha Lavigne

Writing Assignment #2 **WORTH 50 POINTS**
Reaction Paper: "Female Circumcision: Human Rites."

Objective:
To explore the ways in which differences in cultural, religious, and societal beliefs cause extreme moral and emotional responses, especially as relates to the film listed above.

Assignment: Write a 1 to 1 ½ page paper discussing your personal reaction to the female circumcision video. What was your reaction? Did you have previous knowledge on this topic prior to watching the video? Was the video difficult to watch? (Why or why not?) **Present a reaction paper that illustrates a balanced understanding of this issue and the cultural differences** underlying the practice of female circumcision. Listed below are some possible discussion questions:

- Do you believe that the 15-year-old girl was "good," and "honored," to be circumcised, despite the pain and/or shock? Does this seem contradictory to you, or can you see how her feelings make sense?
- Many cultures continue the practice of female circumcision despite laws created to stop it. Proponents of the practice feel it is necessary for girls to make a "good" marriage. Are there practices that we (American society) participate in, despite consequences, because we feel it may enhance our social standing and/or our ability to be in a relationship?
- Some cultures believe that failure to circumcise girls will result in "promiscuity" and "over enjoyment" of sex. What would you say American beliefs are regarding a teenage girl's enjoyment of sex? How are we similar or different? How are we rearing our teen girls to view sex?
- In the video, the argument of, "Our ancestors did it...why should we do any different?" was presented as a reason for continuing this practice. Are there traditions and/or rituals in American society that are practiced for the same reason...despite evidence/research of negative outcomes?

Your paper must be:

- Double-spaced
- Typed in Times New Roman, 12-point font
- Typed with 1-inch margins
- Include your name, class information, and title

(Fig 13 Writing Assignment Criteria Handout)

Sample exam questions:

1. Researchers found that gender stereotype differentiation tended to be higher in countries that were _____, with a _____ level of socioeconomic development, a relatively low degree of Christian affiliation, and a relatively low proportion of women attending university.
 - a. conservative and hierarchical, lower
 - b. conservative and hierarchical, higher
 - c. more modern and developed, lower
 - d. more modern and developed, higher

2. Studies conducted in the United States, Israel, and Hong Kong have found that adolescent girls who adopt _____ identity have higher levels of self-acceptance than _____ girls.
 - a. a masculine, either androgynous or feminine
 - b. a feminine, either androgynous or masculine
 - c. an androgynous, either feminine or masculine
 - d. either a masculine or feminine, androgynous

3. Harris (1996) administered the Bem Sex Role Inventory, a scale that is widely used to measure gender identity, to African and European American males and females, and found that:
 - a. European American females were more androgynous than both African American males and females.
 - b. African American females were more androgynous than European American males.
 - c. both African American males and females were more androgynous than European American males and females.
 - d. both European American males and females were more androgynous than African American males and females.

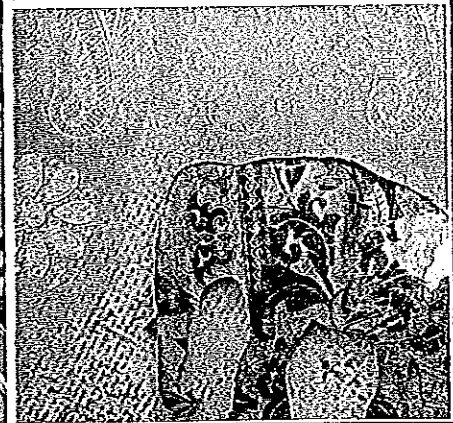
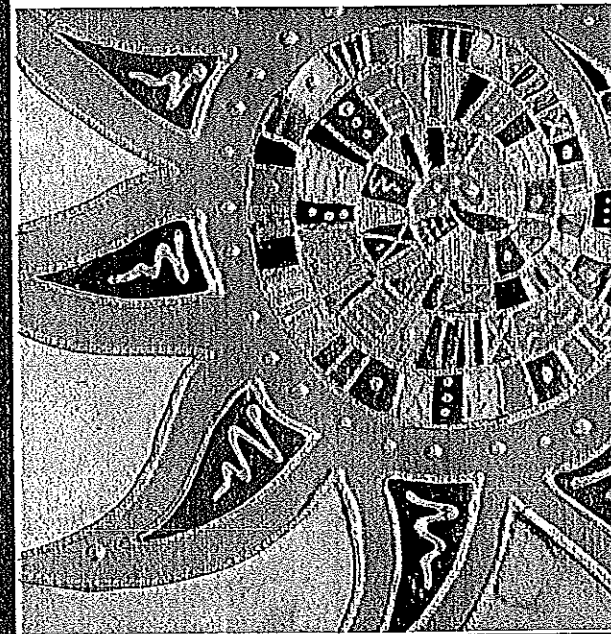
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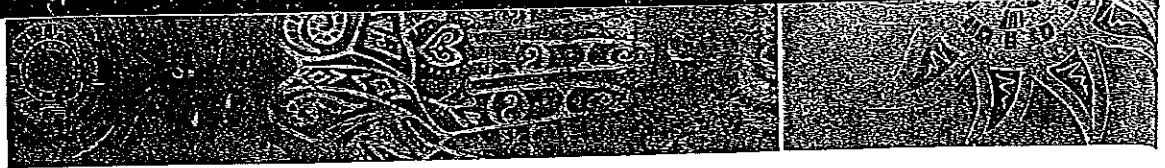


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