



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

School of International Letters and Cultures

College/School College of Liberal Arts and Sciences Department Culture and Society Transformation Units: 3

Prefix SLC Number 394 Title If yes, please identify course(s)

Is this a cross-listed course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description:

Requested designation: Global Awareness-G Mandatory Review: Yes

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Oana Almasan E-mail oalmasal@asu.edu Phone 6028128263

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 3.1.2017

Chair/Director (Signature): [Handwritten Signature]

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.

Reviewed 4/2014

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.	Syllabus, pages 1 to 5 - text highlighted in yellow.
		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.	
<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 checked="" 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.	Syllabus, pages 6 to 11, text highlighted in green
<input 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 Prefix	Number	Title	Designation
SLC	394	Culture and Society Transformation	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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	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.
1. Studies are composed of subject matter focused on understanding the world outside US	The course discusses how cultural values form at the level of individuals and then shape societies and nations - using Central and Eastern Europe as focus for case studies.	Syllabus areas highlighted (yellow&green); this includes the required readings and videos, and the assignments which are comparative and focus mainly on Central & Eastern Europe. Also the goals, which include students understanding/discussing different cultures and societies in terms of their respective core cultural values.
2c. The course is a comparative cultural study	The course explains in a comparative perspective across nations how shifts in cultural values appear and how they impact the general transformation of societies, especially the ones in Central and Eastern Europe.	Unit 1 - examines the main concepts of cultural theories and how they apply in real life across nations (focus on Estonia); Unit 2 explains cultural differences among nations, with examples from Croatia, Romania, and East-Germany; Unit 3 explains cultural change and its drivers comparing Western and Eastern Europe; Unit 4 shows how cultural change generates societal transformation with focus on East Germany and Romania.

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SLC 394 – Culture and Society Transformation

Session B, 3 credits,

Location: Online/iCourse

Instructor: Oana Almasan, PhD

Contact: oalmasa1@asu.edu; 602-812-8263

Catalog description:

This course uses video documentaries and movies to explore the way in which cultural values, economic background and human interaction impact and transform societies. Societal changes in Central and Eastern Europe contrasting and comparing with other societies and understanding global trends and issues in today's world.

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

Culture and Society Transformation

– SLC 394–

Session: B

Credits: 3

Location: Online/iCourse

Instructor: Oana Almasan, PhD

Contact: oana.almasan@asu.edu

Phone: 602.812.8263

Course description

This course uses video documentaries and movies to explore the way in which cultural values, economic background and human interaction impact and transform societies. Societal changes in Central and Eastern Europe contrasting and comparing with other societies and understanding global trends and issues in today's world.

Course description and objectives

This course discusses how cultural values form at the level of individuals, societies and nations, how these personal values and cultural dimensions may change under certain drivers, and how shifts in these cultural values support general transformation of societies.

The purpose of this class is to increase the multi-cultural awareness and competence of students in all lines of study and help them gain a multi-cultural perspective on the world and develop global thinking.

It aims to provide students with the knowledge and tools necessary to understand and discuss different cultures and societies in terms of their respective core cultural values, as well as to enable them to understand and explain shifts in cultural values and their impact on general transformation of societies, including the contemporary societies/cultures.

At the completion of this course, students will be able to:

- understand and explain core concepts and themes of culture theory including individual & group values, national cultures, cultural conflict, cultural change, the dynamic of emancipative vs conservative values, and societal transformation around the world.

- name, define and illustrate dimensions of national cultures;
- explain, discuss and illustrate cultural differences and conflict potential in real-life situations;
- discuss and illustrate cultural change conditions and processes over time;
- apply learned core theoretical concepts and themes to explain and discuss real life situations;
- compare and contrast among core values of different societies and explain their impact on society;
- analyze and evaluate current trends in society based on cultural values and discuss possible futures.

Course structure, topics, required readings, assignments and outcomes (*tentative syllabus*)

	Discussion topics	Support materials	Assignments & due dates		Outcomes
Study preparation	Introductions & discussions on syllabus, and class terms and expectations.	Class syllabus; Suggested study timeline ; Study progress checklist .	Syllabus quiz; Self-introductions posted in the Discussions Forum on BB.	Due: March, 15, end of day. Due: March, 15, end of day.	Building group cohesion; ensure understanding of class syllabus, terms and expectations.
Unit 1 What is culture? Introduction Course week 1: March, 13-19	What is culture made of? What is culture to me/us/others? Is culture learned or in-born?	U1_Reading-guidelines; U1_Video-assignment-guidelines; Reading 1: Minkov, <i>Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures</i> , Thousand Oaks: Sage Publications, 2014 (for specific chapters and page numbers see <i>U-1_Reading-guidelines</i>); Reading 2: Hofstede, <i>Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations</i> , Second edition, Thousand Oaks: Sage Publications, 2001 (for specific chapters and page numbers see <i>U-1_Reading-guidelines</i>); Video: <i>The Singing Revolution</i> (Estonia, 2006).	Readings 1&2 completed; Watch video & complete U1_Video assignment (see details below table and in BB Assignments section).	Due: March, 19, end of day. Due: March, 19, end of day.	Upon the successful conclusion of this unit, students will be able to: a. explain and illustrate core concepts and themes of culture theory, as well as relationships among them; b. apply learned core theoretical concepts and themes to explain and discuss real-life situations.

Unit 2	Discussion topics	Support materials	Assignments & due dates		Outcomes
<p data-bbox="102 375 243 467">What are cultural differences?</p> <p data-bbox="102 537 254 662">Course week 2: March, 20-26</p> <p data-bbox="102 699 254 824">Course week 3: March, 27-April, 2</p>	<p data-bbox="281 277 422 467">How do cultural differences reflect on societal differences?</p> <p data-bbox="281 537 459 630">How do nations differ in terms of culture?</p> <p data-bbox="281 699 407 824">Is cultural difference ground for conflict?</p>	<p data-bbox="487 212 743 240">U2_Reading-guidelines;</p> <p data-bbox="487 277 863 305">U2_Video-assignment1-guidelines;</p> <p data-bbox="487 342 1035 467">Reading: Hofstede, Hofstede & Minkov, <i>Cultures & Organizations: Software of the Mind</i>, McGraw-Hill, 2010 (for specific chapters and page numbers see <i>U2_Reading-guidelines</i>);</p> <p data-bbox="487 505 915 532">Video 1: <i>Fine Dead Girls (Croatia, 2002)</i></p> <p data-bbox="487 634 863 662">U2_Video-assignment2-guidelines;</p> <p data-bbox="487 699 1035 760">Video 2: <i>Profetul, Aurul și Ardelenii [The Prophet, the Gold, and the Transylvanians] (Romania, 1979)</i></p> <p data-bbox="487 797 984 824">Video 3: <i>Mrs. Ratcliffe's Revolution (UK, 2007)</i></p>	<p data-bbox="1071 212 1289 240">Reading completed;</p> <p data-bbox="1071 342 1436 467">Watch video 1 & complete U2_Video assignment 1 (see details below table and in BB Assignments section).</p> <p data-bbox="1071 667 1430 792">Watch videos 2&3 and complete U2_Video assignment 2 (see details below table and in BB Assignments section).</p> <p data-bbox="1071 829 1367 922">Complete U2_Digication Assignment (see details in BB Assignments section).</p>	<p data-bbox="1463 212 1587 305">Due: March, 26, end of day.</p> <p data-bbox="1463 342 1587 435">Due: March, 26, end of day.</p> <p data-bbox="1463 667 1598 760">Due: April, 2, end of day.</p> <p data-bbox="1463 862 1598 954">Due: April, 2, end of day.</p>	<p data-bbox="1633 212 1881 337">Upon the successful conclusion of this unit, students will be able to:</p> <ol data-bbox="1633 342 1892 630" style="list-style-type: none"> name, define and illustrate Hofstede's five dimensions of national culture; explain, discuss and illustrate cultural differences and conflict potential in real-life situations.

Unit 3	Discussion topics	Support materials	Assignments & due dates		Outcomes
<p>What is cultural change?</p> <p>Course week 4: April, 3-9</p> <p>Course week 5: April, 10-16</p>	<p>Where does cultural change come from?</p> <p>What ensures cultural stability and what prompts change?</p> <p>How much/fast do cultures change?</p>	<p>U3_Reading-guidelines;</p> <p>U3_Video-assignment1-guidelines;</p> <p>Reading1: Hofstede, Hofstede & Minkov, <i>Cultures & Organizations: Software of the Mind</i>, McGraw-Hill, 2010 (for specific chapters and page numbers: <i>U3_Reading-guidelines</i>);</p> <p>Reading2: Inglehart & Welzel, <i>Modernization, Cultural Change, and Democracy. The Human Development Sequence</i>, Cambridge University Press, 2007 (for specific chapters and page numbers see <i>U3_Reading-guidelines</i>);</p> <p>Video 1: <i>Pride (UK, 2014)</i></p> <p>U3_Video-assignment2-guidelines;</p> <p>Video 2: <i>Aferim! (Romania, 2015)</i></p> <p>Video 3: <i>Usturoi [Transylvanian Garlic] (Romania, 2013)</i></p>	<p>Readings completed;</p> <p>Watch video 1 & complete U3_Video assignment 1 (see details below table and in BB Assignments section).</p> <p>Watch videos 2&3 and complete U3_Video assignment 2 (see details below table and in BB Assignments section).</p> <p>Complete U3_Digication Assignment (more details in BB Assignments section).</p>	<p>Due: April, 9, end of day.</p> <p>Due: April, 9, end of day.</p> <p>Due: April, 16, end of day.</p> <p>Due: April, 16, end of day.</p>	<p>Upon the successful conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> recognize, explain and illustrate change in cultural values; discuss and illustrate cultural change conditions and processes; explain and illustrate cultural change over time.

Unit 4	Discussion topics	Support materials	Assignments & due dates		Outcomes
<p>What is societal change?</p> <p>Course week 6: April, 17-23</p> <p>Course week 7: April, 24-28</p>	<p>Where does societal change come from?</p> <p>How does cultural change impact societies?</p> <p>Is cultural and / or societal change irreversible?</p>	<p>U4_Reading-guidelines;</p> <p>U4_Video-assignment1-guidelines;</p> <p>Reading1: Hofstede, Hofstede & Minkov, <i>Cultures & Organizations: Software of the Mind</i>, Thousand Oaks: Sage Publications, 2010 (see U4_Reading-guidelines);</p> <p>Reading2: Inglehart & Welzel, <i>Modernization, Cultural Change, and Democracy The Human Development Sequence</i>, Cambridge University Press, 2007 (for specific chapters and page numbers: U4_Reading-guidelines);</p> <p>Reading3: Klingemann & Fuchs, <i>Democracy and Political Culture in Eastern Europe</i>, New York & London: Routledge, 2006, (for details, see U4_Reading-guidelines);</p> <p>Video 1: <i>The Lorax (USA, 2012)</i></p> <p>U4_Video-assignment2-guidelines;</p> <p>Video 2: <i>Goodbye, Lenin! (GER, 2003)</i></p> <p>Video 3: <i>Kapitalism, rețeta noastră secretă [Kapitalism, our improved formula] (RO-FR, 2009)</i></p>	<p>Readings completed;</p> <p>Watch video 1 & complete U4_Video assignment 1 (see details below table and in BB Assignments section).</p> <p>Watch videos 2&3 and complete U4_Video assignment 2 (see details below table and in BB Assignments section).</p> <p>Complete U4_Digication Assignment (see details in BB Assignments section).</p>	<p>Due: April, 23, end of day.</p> <p>Due: April, 23, end of day.</p> <p>Due: April, 28, end of day.</p> <p>Due: April, 28, end of day.</p>	<p>Upon the successful conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> recognize, explain and illustrate societal change; recognize & define catalysts and deterrents of societal change; define emancipative cultural values and illustrate how they impact society; define conservative cultural values and illustrate how they impact society.

Reading requirements/guidelines

UNIT 1

Author: **Michael Minkov**

Title: **Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures, 2014**

Publisher: **Thousand Oaks: Sage Publications**

<p>Chapter 1 – The concept of culture <i>Upon finishing this chapter students should be able to: a. provide at least two definitions of culture; b. explain at least two different approaches to the study of culture.</i></p>	<p>Chapter 2 – Main characteristics of culture*, subchapters 2.1., 2.2., 2.3. only. skip subchapters 2.4. to 2.9. (= end of chapter) <i>Upon reading this chapter students should be able to understand and explain three main characteristics of culture.</i></p>	<p>Chapter 3 – The elements of culture* <i>Upon reading this chapter students should be able to explain at least four universal elements of culture and distinguish between personal and societal values & norms, between the desired and the derivable.</i> skip subchapters 3.2.1.8. (self-descriptions), 3.2.2.1. (peer-reports), 3.2.2.2. (idealistic reports), and from 3.2.3. (Mental...) to 3.2.7 (What else... = end of chapter).</p>
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Author: **Geert Hofstede**

Title: **Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, Second edition, 2001**

Publisher: **Thousand Oaks: Sage Publications**

CHAPTER 1: *Values and Culture -> subchapter Definitions and Distinctions*

<p>Mental programs (pp. 1-4) <i>Upon finishing this chapter students should be able to explain mental programs as software of the mind, differentiate between subjective and objective culture, define pre-programming of the mind and explain the diagram of the three levels of human mental programing.</i></p>	<p>Values (first 6 paragraphs – up to “Avoiding the positivistic ...”) <i>Upon reading this chapter students should be able to define values, attitudes and beliefs as elements of culture, differentiate between the desired and the desirable, and explain intensity and direction of values.</i></p>	<p>Culture (pp. 9-11, up to the subchapter “National cultures and their stability”) <i>Upon reading this chapter students should be able to explain the role that values, symbols, heroes and rituals play in a culture, understand and explain the “onion diagram” of culture, and differentiate between culture and identity.</i></p>
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UNIT 2

Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**

Title: **Cultures & Organizations: Software of the Mind**

Publisher: **McGraw-Hill, 2010**

<p>Upon completing these readings students should be able to: name and define Hofstede's cultural dimensions, differentiate between cultural dimensions and typologies, explain and illustrate cultural differences generated by belonging to a specific region, ethnicity, religion, gender, generation, or class, and name other classifications of national cultures.</p> <p>Dimensions of National Cultures (pp.29-32)</p> <p>Other Classifications of National Cultures (pp.40-44)</p> <p>A Second Expansion of the Hofstede Dimensional Model (pp. 44-45)</p> <p>Cultural Differences According to Region, Ethnicity, Religion, Gender, Generation, and Class (pp. 45-46)</p>			
<p>Power Distance Index (PDI)</p> <p>Upon completing these readings students should be able to: explain and illustrate inequality in society, distribution of power in terms of power distance; explain and illustrate societal typologies in terms of power distance; the influence of power distance in family relations and in education.</p>	<p>Individualism/Collectivism (IND)</p> <p>Upon completing these readings students should be able to: explain and illustrate concepts like power of the group, extended family vs. nuclear family, in-group vs. out-group, high-context vs. low-context communication, and shame vs. guilt; explain and illustrate societal typologies in terms of individualism/collectivism; explain the influence of individualism/collectivism in family relations and in education.</p>	<p>Masculinity/Femininity (MAS)</p> <p>Upon completing these readings students should be able to: explain and illustrate concepts like assertiveness, modesty and assigned gender roles in terms of masculinity and femininity; explain and illustrate societal typologies in terms of masculinity/femininity; differentiate between femininity and feminism in terms of the M/F dimension; explain and illustrate the influence of masculinity/femininity in family relations and in education; explain concepts like socialization, machismo, marianismo/hembrismo, homosexuality and morality, carrier failure/success, attractiveness/unattractiveness.</p>	<p>Uncertainty avoidance (UAI)</p> <p>Upon completing these readings students should be able to: explain and illustrate in terms of UAI concepts like dangerous vs. curious; differentiate between uncertainty and risk; explain and illustrate societal typologies in terms of UAI; explain the influence of UAI in family relations and in education.</p>
<p>More Equal than the Others (pp. 53-54)</p> <p>Inequality in Society (p. 54)</p> <p>Power Distance Defined (pp. 60-62)</p>	<p>I, We, and They (pp. 89-90)</p> <p>The Individual and the Collective in Society (pp. 90-91)</p>	<p>He, She, and (S)he (pp.135-136)</p> <p>Assertiveness vs. Modesty (pp. 136)</p> <p>Gender and Gender Roles (pp. 137-138)</p> <p>Masculinity-Femininity as a Dimension of Societal Culture (pp. 138-144)</p>	<p>What is Different is Dangerous (pp.187-188)</p> <p>The Avoidance of Uncertainty (pp.188-190)</p> <p>Uncertainty Avoidance is not the Same as Risk Avoidance (pp. 197-198)</p>
<p>Power Distance Difference Among Countries: Roots in the Family (pp. 67-68)</p>	<p>Individualism and Collectivism in the Family (pp. 106-112)</p>	<p>Masculinity & Femininity in the Family (pp. 151-154)</p> <p>Masculinity & Femininity in Gender Roles & Sex (pp. 154-158)</p>	<p>Uncertainty Avoidance in the Family (pp. 200-202)</p>
<p>Power Distance at School (pp.69-71)</p>	<p>Individualism and Collectivism at School (pp. 117-119)</p>	<p>Masculinity and Femininity in Education (pp. 158-163)</p>	<p>Uncertainty Avoidance at School (pp. 205-206).</p>
<p>Societal typologies in terms of Power Distance (p. 72 and p.83)</p>	<p>Societal typologies in terms of Individualism/Collectivism (p.113)</p>	<p>Societal typologies in terms of Masculinity/Femininity (p. 155 and p.159)</p>	<p>Societal typologies in terms of Uncertainty Avoidance (p. 203)</p>

UNIT 3

Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**
 Title: **Cultures & Organizations: Software of the Mind, Third edition**
 Publisher: **McGraw-Hill, 2010**

Upon completing these readings students should be able to: explain and illustrate the evolution of cultures in time, the sources of cultural diversity, and the characteristics and levels of human evolution; differentiate between cultural convergence and divergence.

The Evolution of Cultures (pp. 431-432)
 A Time-Machine Journey Through History* (pp. 433-434)
 Seven Thousand Five Hundred Years Ago Until Now: Large-Scale Civilizations (pp. 447-452)
Sources of Cultural Diversity and Change (pp. 453-455)
 The End of History? No! (pp. 455-456)
 The Essence of Evolution (pp. 456-459)
 Evolution: More than Genes (pp. 459-464)
 Evolution Beyond Selfishness (pp. 464-466)
 Individuals and Institutions in the Stream of Life (pp. 466-468)
 Evolution at Work Today (pp. 468-473)
The Future of Culture (pp. 473-477)
 *Note: Pages 434 through 446 are optional reading.

UNIT 4

Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**
 Title: **Cultures & Organizations: Software of the Mind, Third edition**
 Publisher: **McGraw-Hill, 2010**

Power Distance Index (PDI) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of PDI differences among nations.</i>	Individualism/Collectivism (IND) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of IND differences among nations.</i>	Masculinity/Femininity (MAS) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of MAS differences among nations.</i>	Uncertainty avoidance (UAI) <i>Upon completing these readings students should be able to: explain and illustrate the origins and evolution of UAI differences among nations.</i>
The Origins of Power Distance Differences (pp.82-86)	Origins of Individualism-Collectivism Differences (pp.131-133)	Origins of Masculinity-Femininity Differences (pp.180-183)	Origins of Uncertainty Avoidance Differences (pp.232-233)
The Future of Power Distance Differences (pp. 86-88)	The Future of Individualism and Collectivism (pp. 133-134)	The Future of Differences in Masculinity and Femininity (pp. 184-185)	The Future of Uncertainty Avoidance Differences (pp. 233-234)

Authors: Inglehart, Ronald, Welzel, Christian

Title: **Modernization, Cultural Change, and Democracy. The Human Development Sequence.**

Publisher: **Cambridge University Press, 2005 (2007)**

Upon completing these readings students should be able to: explain and illustrate the societal impact of cultural change and possible adverse reactions to modernization; explain and illustrate the human development sequence and its impact on societies around the world.

Cultural change and its institutional manifestations (pp. 39-41)

Cumulative changes and sudden breakthroughs (pp. 41-43)

Consequences of cultural change (pp. 43-44)

Antimodern reactions to modernity (pp. 44-45)

Existential security, individual autonomy and the knowledge society (pp. 45-46)

Conclusion (pp. 46-47)

Chapter 13 – The implications of Human Development (pp. 285-298)

Conclusion – An Emancipative Theory of Democracy (pp. 299-300)

Optional reading:

Volume: **Democracy and Political Culture in Eastern Europe**

Editors: **Klingemann, Hans-Dieter, Fuchs, Dieter and Zielonka, Jan**

Publisher: **New York & London: Routledge, 2006**

Upon completing these readings students should be able to: explain and illustrate the evolution of Eastern European societies in terms of cultural values.

Author: **Inglehart, Ronald**

Chapter 2: **East European Value Systems in Global Perspective (pp. 67-84)**

Video assignments

Unit 1 – Week 1

The Singing Revolution (Estonia, 2006)

Storyline				
Characters				
What is culture for Estonians?				
Values (<i>What is important for Estonian people?</i>)	Norms & ideologies (<i>what people should and should not do</i>)	Heroes	Beliefs (<i>social axioms</i>)	Other elements of culture

Unit 2 – Week 2

Fine Dead Girls (Croatia, 2002)

Q1: Using Hofstede's study results, choose two cultural dimensions characteristic to Croatia and show how they are illustrated in the movie. (150-200 words)

Q2: Explain the attitudes and behavior of Iva (or Marija) and at least other four main characters in the movie in terms of personal values and cultural differences. (250-300 words)

Unit 2 – Week 3

Profetul, Aurul si Ardelenii [The Prophet, the Gold and the Transylvanians] (Romania, 1979)

Mrs. Ratcliffe's Revolution (UK, 2007)

Q1: What are some significant cultural differences that generate conflict or tension between the newly arrived and the local community leaders in Profetul, Aurul și Ardelenii? Explain in terms of cultural dimensions. (200-250 words)

Q2: What does the title "Mrs. Ratcliffe's Revolution" refer to? (50-100 words)

Q3: Describe, analyze and compare the family relations presented in both movies in terms of at least two of Hofstede's cultural dimensions. (200-250 words)

Unit 3 – Week 4

Pride (UK, 2014)

Q1: Identify in the society depicted in the movie at least five characteristics belonging to one or more of Hofstede's cultural dimensions and/or to Inglehart & Welzel's two sets of cultural values. Briefly explain how they are illustrated in the movie. (150-200 words)

Q2: Analyze and explain why the change was possible in the local community, what values were changing and what were the main drivers of cultural change? (200-250 words)

Unit 3 – Week 5

Aferim! (Romania, 2015)

Usturoi [Transylvanian Garlic] (Romania, 2013)

Q1: Using Inglehart & Welzel's human development sequence theory, briefly describe in terms of cultural values and path dependency the Wallachian society depicted in Aferim! (150-200 words)

Q2: Identify and briefly describe the desired values for children as they are illustrated in Transylvanian Garlic and explain the attitudes and behavior of the two boys and of one adult characters in terms of Survival vs. Self-Expression values. (150-200 words)

Q3: Using the information acquired from all readings so far, identify and explain the changes occurred in the Romanian society from 1835 (as depicted in Aferim!) to 2013 (in Transylvanian Garlic) in terms of values, cultural dimensions, and human development sequence. (200-250 words)

Unit 4 – Week 6

The Lorax (US, 2012)

Q1: Using Inglehart & Welzel's Human Development Sequence theory explain the two significant moments of societal change depicted in Lorax. (200-250 words)

Q2: Find at least two elements of similarity between the values, beliefs and society illustrated in Lorax and the Eastern European ones, based on this week's readings. (150-200 words)

Unit 4 – Week 7

Good Bye, Lenin! (Germany, 2003)

Kapitalism – Our improved formula (Romania/France, 2009)

Q1: What changed and what remained the same in the East-German society, in terms of cultural elements, upon the fall of communism? (150-200 words)

Q2: Explain the phenomenon of corruption (as illustrated in Kapitalism) in terms of cultural values. (150-200 words)

Q3: Based on the realities depicted in the two videos and using the information accumulated so far through the readings, identify and describe in terms of cultural values and dimensions some similarities and some differences in the societal change process that generated the fall of communism and the transition to democracy in East-Germany and Romania. (200-250 words)

Attendance & Accommodations

Weekly homework preparation and participation is mandatory.

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

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staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Evaluation and Grading

Please refer to this rubric when writing and editing your answers/statements. Make sure you stay on topic, organize your composition well, focus on tasks or questions and provide well-documented arguments and develop solid ideas.

Every week the student can accumulate a total of 100 points. Therefore, at the end of the semester the maximum points accumulated could be 700. The final grade is calculated by dividing the total number of points by 7 => maximum points 700/7=100.

Score Type	100 %	66 %	33%	0 %
Answer accuracy 25%	Stayed on topic	Almost on-topic, but quite blurry focus	Off topic	Not intelligible
Structure and organization 25%	The answer is very well organized and the flow of ideas is easy to follow	Missing some topic sentences. Some well-organized sentences, but not in a consistent way	Topic not developed enough, missing beginning and/or ending, inconsistent	No evidence of planning
Answer content complexity 50%	The answer is rich in quality information, the content shows proper elaboration, and the arguments used are clear and well-documented	Some statements lack proper scientific argumentation and the content does not contain all the necessary information	The answer lacks proper documentation and the content is very poor in meaningful information	The text does not answer the question(s) and the explanation/argumentation is completely pointless

A+	-----	99.00-100
A	-----	93.00-98.99
A-	-----	90.00-92.99
B+	-----	87.00-89.99
B	-----	83.00-86.99
B-	-----	80.00-82.99
C+	-----	77.00-79.99
C	-----	70.00-76.99
D	-----	60.00-69.99
E	-----	0.00-59.99

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Student Code of Conduct

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Statement on Course Content (Caveat Lector)

It is very important that students understand that the purpose of this course is to study and understand other cultures, cultural values and cultural diversity. Even so, certain aspects of life in other societies might seem or be considered offensive by some students. If you find any of the course content offensive, please feel free to discuss it with the instructor, SILC faculty or the director of SILC. All of us may be contacted in person or by email.

Books for course **SLC 394 Culture and Society Transformation - @ASU**
Online, Session B, 2017
Instructor: Oana Almasan (oalmasa1@asu.edu), SILC

1.

Author: **Michael Minkov**

Title: **Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures** (*Part I – pages 1 to 54*)

Publisher: **Thousand Oaks: Sage Publications, 2014**

2.

Author: **Geert Hofstede**

Title: **Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, Second edition**

Publisher: **Thousand Oaks: Sage Publications, 2001**

3.

Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**

Title: **Cultures & Organizations: Software of the Mind, Third Edition**

Publisher: **McGraw-Hill, 2010**

4.

Authors: **Inglehart, Ronald, Welzel, Christian**

Title: **Modernization, Cultural Change, and Democracy. The Human Development Sequence.**

Publisher: **Cambridge University Press, 2005 (2007)**

5.

Editors: **Klingemann, Hans-Dieter; Fuchs, Dieter; Zielonka, Jan**

Volume: **Democracy and Political Culture in Eastern Europe**

Publisher: **New York & London: Routledge, 2006**

CROSS-CULTURAL ANALYSIS

The Science and Art of Comparing the World's
Modern Societies and Their Cultures

MICHAEL MINKOV

International University College

WITH CONTRIBUTIONS BY

GEERT HOFSTEDE



Los Angeles | London | New Delhi
Singapore | Washington DC



Los Angeles | London | New Delhi
Singapore | Washington DC

FOR INFORMATION:

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E-mail: order@sagepub.com

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CULTURE'S CONSEQUENCES

SECOND EDITION

Comparing
Values,
Behaviors,
Institutions,
and
Organizations
Across
Nations

Geert Hofstede



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Cultures and Organizations

SOFTWARE OF THE MIND

Intercultural Cooperation
and Its Importance
for Survival

Geert Hofstede
Gert Jan Hofstede
Michael Minkov



New York Chicago San Francisco Lisbon London Madrid Mexico City
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Modernization, Cultural Change, and Democracy

The Human Development Sequence

Ronald Inglehart
University of Michigan

Christian Welzel
International University Bremen



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Democracy and Political Culture in Eastern Europe

**Edited by Hans-Dieter Klingemann,
Dieter Fuchs and Jan Zielonka**

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