ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School: College of Liberal Arts and Sciences | Department/School: **School of International Letters & Cultures**

Prefix: **SLC** | Number: **394** | Title: Culture and Society Transformation | Units: 3

Course description:

Is this a cross-listed course? No | If yes, please identify course(s):

Is this a shared 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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials: **N/A** (Required)

Requested designation: Social-Behavioral Sciences–SB **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 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

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 (SQ/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 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: oalmasa1@asu.edu | Phone: 6028128263

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Nina Berman | Date: 9/12/2018

Chair/Director (Signature):

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

YES	NO		Identify Documentation Submitted
☒	☐	**1.** Course is designed to advance basic understanding and knowledge about human interaction.	SLC 394 Syllabus - text marked in yellow; list of books and bookchapters.
☒	☐	**2.** Course content emphasizes the study of social behavior such as that found in**:** • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY — Anthropology, sociology, economics, history.	SLC 394 sylabus - text marked in cyan; list of books and bookchapters.
☒	☐	**3.** Course emphasizes: **a.** the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** **b.** the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	SLC 394 sylabus - text marked in cyan; list of books and bookchapters.
☒	☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	SLC394 syllabus - text marked in cyan; list of books and bookchapters.
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
SLC	394	Culture and Society Transformation	SB

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)
1. Course is designed to advance basic understanding and knowledge about human interaction	Cultures and societies exist as a result of human interaction. In this course students learn how cultural values develop and spread within groups and societies and how three main drivers - human interaction, economic safety, and spread of knowledge - catalyze cultural change and societal transformation.	The course syllabus details the understanding of human interaction in societies around the world, specifically in: - Course description and Learning Outcomes (marked in yellow) - Course materials (marked in yellow) - List of films/documentaries (marked in yellow) - Course Topics, Assignments and Schedule (Weeks 1 to 7 of study - marked in yellow) - attached indexes of books used for weekly readings
2. Course content emphasizes the study of social behavior	This course explores 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 social behavior in individuals.	The course syllabus details the emphasis of the study of social behavior in: - Course Topics, Assignments and Schedule (Week 1 to Week 7 of study) - required readings and videos (marked in cyan) -Reading requirements and guidelines (marked in cyan) -Weekly assignments (marked in cyan) -attached indexes of books used for weekly readings
3. Course emphasizes the distinct knowledge of the social behavioral sciences.	This course emphasizes the distinct knowledge base of the integrated social sciences.	The course syllabus details the emphasis of the distinct knowledge base of social behavioral sciences in: -Course Topics, Assignments and Schedule (Week 1 to Week 7 of study, marked in cyan); -Reading requirements and guidelines (marked in cyan); -Weekly assignments (marked in cyan); -attached indexes of books used for weekly readings.
4. Course illustrates use of social and behavioral science perspective and data.	The course uses Geert Hofstede's cultural dimensions theory, Inglehart & Welzel's theory of modernization (the Human Development Sequence), and Umberto Eco's perspective on dominant and counter-cultures to help students understand, analyze and predict the social behavior of individuals and groups in a global context.	The course syllabus details the use of social behavioral science perspective and data in: -Course Topics, Assignments and Schedule (Week 1 to Week 7 of study, marked in cyan); -Reading requirements and guidelines (marked in cyan) -Weekly assignments (marked in cyan); -attached indexes of books used for weekly readings.

SLC 394 – Culture and Society Transformation

Session A, 3 credits,

Location: Online/iCourse

Instructor: Oana Almasan, PhD

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

Catalog description:

This online course uses video documentaries and feature films to explore how cultural values, economic background and human interaction impact and transform societies. Societal changes in Europe and Asia are making a good case study for contrasting and comparing with other societies, and understanding global trends and issues in social behavior, in today's world.

Course Number

SLC 394

Course Title

Culture & Society Transformation

Credits 3

Prerequisites None

Location **ASU Online/iCourse**

Faculty

Name: Oana Almasan, PhD
Phone: (602) 812-8263
Email address: oana.almasan.1@asu.edu
Office hours: Arranged via email

Course Description

This online 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 Europe and Asia are making a good case study for contrasting and comparing with other societies and understanding global trends and issues in social behavior, in today's world.

Learning Outcomes

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
- 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 Materials

All course materials - readings and films - **will be available online for students enrolled**.

Books:

1. Michael **Minkov**, *Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures*, Thousand Oaks: Sage Publications, 2014;
2. Geert **Hofstede**, *Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, Second edition*, Thousand Oaks: Sage Publications, 2001;
3. Geert **Hofstede**, Gert Jan **Hofstede**, Michael **Minkov**, *Cultures & Organizations: Software of the Mind, Third Edition*, McGraw-Hill, 2010;
4. Ronald **Inglehart,** Christian **Welzel**, *Modernization*, *Cultural Change, and Democracy. The Human Development Sequence*, Cambridge University Press, 2005 (2007);
5. Umberto **Eco**, *Apocalypse Postponed*, Indiana University Press, 1994

Optional: Hans-Dieter Klingemann, Dieter Fuchs & Jan Zielonka (eds.), *Democracy and Political Culture in Eastern Europe,* New York & London: Routledge, 2006.

Films / documentaries:

1. The Singing Revolution (Estonia, 2006)
2. Almanya: Willkommen in Deutschland [Welcome to Germany] (Germany, 2011)
3. Fine Dead Girls (Croatia, 2002)
4. Mrs. Ratcliffe's Revolution (UK, 2007)
5. Pride (UK, 2014)
6. Aferim! (Romania, 2015)
7. Usturoi [Transylvanian Garlic] (Romania, 2013)
8. The Lorax (US, 2012)
9. Persepolis (France, 2007)
10. Voices Against Violence (South Korea, 2018)

Course Important Dates (assignments due dates)

- All discussion **posts** on course-specific topics are due **Sundays, end of day, every week**.
- All **replies** to discussion posts due **Mondays, end of day, every week**.
- All **written assignments** (essays, quizzes, etc.) are due **Mondays, end of day, every week**.

Week of study	Due date	Due assignments
Week 1	**August 20**	• Personal introductions (10 points) • Syllabus quiz (10 points) • Core elements quiz (80 points)
Week 2	**August 26**	• W2 Discussion posts (40 points)
	August 27	• W2 Discussion replies (15 points) • Peer-evaluations (45 points)
Week 3	**Sept. 2**	• W3 Discussion posts (20 points)
	Sept. 3	• W3 Discussion replies (10 points) • Quiz (70 points)
Week 4	**Sept. 9**	• W4 Discussion posts (70 points)
	Sept. 10	• W4 Discussion replies (15 points) • Self-evaluations (15 points)
Week 5	**Sept. 16**	• W5 Discussion posts (40 points)
	Sept. 17	• W5 Discussion replies (10 points) • Essay (50 points)
Week 6	**Sept. 23**	• W6 Discussion posts (55 points)
	Sept. 24	• W6 Discussion replies (15 points) • Project proposals submitted (30 points)
Week 7	**Oct. 1**	• End-course projects submitted (80 points)
Week 8*	**Oct. 5***	• Peer-feedback on projects (30 points)
End-course		**TOTAL** number of points: **700**.

*Week 8 is not a full week of study, so it will be used for feedback & discussion of final grades.

Course Topics, Assignments & Schedule

It is recommended that the required readings are completed **before watching the films / documentaries**.

<table>
<tr><th>Week 1</th><th>Discussion topics</th><th>Required readings and films / documentaries</th><th colspan="2">Assignments & due dates</th><th>Outcomes</th></tr>
<tr><td rowspan="3">Study preparation

Course week 1:

Aug. 16-20

What is culture?

Introduction</td><td rowspan="2">Introductions & discussions on syllabus, and class terms and expectations.</td><td rowspan="2">Class syllabus.</td><td>1.Discussion 1: Self-introduction posted in the Discussions Forum on BB</td><td><u>Due:</u>

Mon, Aug. 20, end of day.</td><td rowspan="2">Building group cohesion; ensure understanding of class syllabus, terms and expectations; set the mind frame for the class.</td></tr>
<tr><td>3. Syllabus quiz</td><td><u>Due:</u>

Mon, Aug. 20, end of day.</td></tr>
<tr><td>What is culture made of?</td><td>Reading 1: Minkov, Cross-Cultural Analysis: the Science and Art of Comparing the World's Modern Societies and Their Cultures, Thousand Oaks: Sage Publications, 2014
(for specific chapters and page numbers see Week 1 section on BB);</td><td rowspan="2">4. Complete readings

5. Watch the documentary &

6. Complete Wk1 Essay (see details in Week 1 section on BB).</td><td rowspan="2"><u>Due:</u>

Mon, Aug. 20, end of day.</td><td rowspan="2">Upon the successful conclusion of this unit, students will be able to:

- identify and illustrate core concepts and themes of culture theory, as well as relationships among them;

- apply learned core theoretical concepts and themes to explain and discuss real-life situations.</td></tr>
<tr><td>What is culture to me/us/ others?</td><td>Reading 2: Hofstede, Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, Second edition, Thousand Oaks: Sage Publications, 2001
(for specific chapters and page numbers see Week 1 section on BB);

Documentary: The Singing Revolution (Estonia, 2006).</td></tr>
</table>

Week 2	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
What are cultural differences? **Course week 2:** **Aug. 20 - Aug. 27**	**How are national cultures defined?** **How do cultural differences reflect on societal differences?** **Are within-nation cultural differences and cultural conflicts possible?**	**Reading:** Hofstede, Hofstede & Minkov, *Cultures & Organizations: Software of the Mind*, McGraw-Hill, 2010 (for specific chapters and page numbers see Week 2 on BB). **Video:** *Almanya: Willkommen in Deutschland (Germany, 2011)*	**1. Complete readings;** **2. Watch video;** **3. Complete Peer Review of Wk1 Essay** (see details in Week 2 on BB)**;** **4. Submit Discussion 2 assignment** (see details in Week 2 on BB)**.**	**Due:** **Mon, Aug. 27**, end of day. **Post due Sun, Aug 26, end of day.** **Reply due Mon, Aug 27, end of day.**	Upon the successful conclusion of this week, students will be able to: - name, define and illustrate two of Hofstede's five dimensions of national culture; - explain, illustrate and differentiate among personal, group and societal values; - discuss and illustrate within-nation cultural differences and culture-generated potential of conflict in real-life situation; - contrast and compare different societies in terms of within-nation potential of conflict.

Week 3	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
What are cultural differences? (2) **Course week 3:** **Aug. 27 - Sep. 3**	**How do nations differ or resemble in terms of cultural values?** **What are national cultural dimensions?** **Are similarities in cultural dimensions or values ground for conflict between nations?**	**Reading:** Hofstede, Hofstede & Minkov, *Cultures & Organizations: Software of the Mind*, McGraw-Hill, 2010 (for specific chapters and page numbers see Week 3 on BB) **Video 1:** *Persepolis (France, 2007)* **Video 2:** *Voices Against Violence (South Korea, 2018)*	**1. Complete readings;** **2. Watch videos;** **3. Complete Wk3 essay** (see details in Week 3 on BB)**;** **4. Submit Discussion 3 assignment (see details in Week 3 on BB).**	**Due:** **Mon, Sep. 3**, end of day. **Post due Sun, Sep. 2,** end of day **Reply due Mon, Sep. 3,** end of day	Upon the successful conclusion of this week, students will be able to: - name, define and illustrate Hofstede's five dimensions of national culture; - explain and illustrate the impact of specific national cultural values on the specificity of different cultures/ societies; - explain, discuss and illustrate how nations differ or resemble in terms of cultural dimensions; - explain, discuss and illustrate potential real-life conflict in society generated by similarities in cultural dimensions.

Week 4	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
What is cultural change? **Course week 4:** **Sep. 3 - 10**	**Where does cultural change come from?** **What ensures cultural stability and what prompts change?**	**Reading:** Inglehart, Ronald, Welzel, Christian: *Modernization, Cultural Change, and Democracy. The Human Development Sequence,* Cambridge University Press, 2007 (for specific chapters and page no. see Week 4 on BB); **Video 1:** *Aferim! (Romania, 2015)* **Video 2:** *Usturoi [Transylvanian Garlic], (Romania, 2013)*	**1. Complete readings;** **2. Watch videos;** **3. Complete Peer Review of Wk3 Essay** (see details in Week 4 on BB)**;** **4. Submit Discussion 4 assignment (see details in Week 4 on BB).**	**Due:** **Mon, Sep. 10**, end of day. **Post due Sun, Sep. 9,** end of day **Reply due Mon, Sep. 10,** end of day	Upon the successful conclusion of this week, students will be able to: - recognize, explain and illustrate change in cultural values; - discuss and illustrate cultural change-enabling conditions and processes; - explain and illustrate Inglehart & Welzel's two dimensions of cultural change (*traditionalism - secular-rational* values; *survival - self-expression* values).

Week 5	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
How do cultures change? **Course week 5:** **Sep. 10-17**	**How much/ fast do cultures change?** **What are the drivers of cultural change processes?** **How does change in cultural values impact societies?**	**Readings:** Inglehart & Welzel, *Modernization, Cultural Change, and Democracy. The Human Development Sequence*, Cambridge University Press, 2007 Umberto Eco, *Apocalypse Postponed- Chapter 1*, Indiana University Press, 1994 (for specific chapters and page no. see Week 5 on Bb*)*; **Video 1:** *Pride (UK, 2014)* **Video 2:** *Fine Dead Girls (Croatia, 2002)*	**1. Complete readings** **2. Watch videos** **3. Complete Wk5 Essay** (see details in Week 5 on BB)**;** **4. Submit Discussion 5 assignment (see details in Week 5 on BB).**	**Due:** **Mon, Sep. 17**, end of day. **Post due Sun, Sep. 16,** end of day **Reply due Mon, Sep. 17,** end of day	Upon the successful conclusion of week 5, students will be able to: - recognize, explain and illustrate change in cultural values; - discuss, explain and illustrate cultural change processes over time; - explain and illustrate the historic evolution and possible future developments of the influence of cultural values change on societies; - explain and illustrate society quandaries and potential adverse reactions to modernization; - discuss cultural zones, apply and exemplify path dependence theory on one's own society.

Week 6	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
What is societal change? **Course week 6:** **Sep. 17 - Sep. 24**	**Where does societal change come from?** **How does cultural change impact/ (re)shape societies?** **How does society change impact cultural values?**	**Reading:** Inglehart & Welzel, *Modernization, Cultural Change, and Democracy*, Cambridge University Press, 2007 (for specific chapters and page no. see Week 6 on Bb); **Video 1:** *Mrs. Ratcliffe's revolution (UK, 2007)*	**1. Complete readings;** **2. Watch videos;** **3. Complete Peer Review of Wk5 Essay** (see details in Week 6 on BB); **4. Submit Discussion 6 assignment (see details in Week 6 on BB).**	**Due:** **Mon, Sep 24**, end of day. **Post due Sun, Sep. 23,** end of day **Reply due Mon, Sep. 24,** end of day	Upon the successful conclusion of week 6, students will be able to: - recognize, explain and illustrate societal change; - define emancipative cultural values and illustrate how they impact society; - define conservative cultural values and illustrate how they impact society. - explain and illustrate the human development sequence and its impact on society.

Week 7	Discussion topics	Required readings and videos	Assignments & due dates		Outcomes
What drives change and how? **Course week 7:** **Sep. 24 - Oct. 2**	**What is driving and what is blocking change?** **Is cultural and / or societal change irreversible?**	**Reading (optional):** Klingemann & Fuchs, *Democracy and Political Culture in Eastern Europe*, New York & London: Routledge, 2006, for specific chapters and page no. see Week 7 on Bb); **Video:** *The Lorax (USA, 2012)*	**1. Complete readings (optional);** **2. Watch video;** **3. Present final project** (see details in Week 7 on BB)**;**	**Due:** **Oct. 2**, end of day.	Upon the successful conclusion of week 7, students will be able to: - recognize, explain and illustrate societal transformation based on cultural change; - recognize & define catalysts and deterrents of societal change; - identify trends in cultural change and discuss possible future developments of societies based on cultural dimensions (path dependency) and human development sequence theories.

Reading requirements/guidelines

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

Author: **Michael Minkov**
Publisher: **Thousand Oaks: Sage Publications**

Chapter 1 – The concept of culture *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.*	**Chapter 2 – Main characteristics of culture*, subchapters 2.1., 2.2., 2.3. only.** **skip subchapters 2.4. to 2.9. (= end of chapter)** *Upon reading this chapter students should be able to understand and explain three main characteristics of culture.*	**Chapter 3 – The elements of culture*** *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 derirable**.* **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).**

2. *Cultures' consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, Second edition, 2001*
Author: **Geert Hofstede**
Publisher: **Thousand Oaks: Sage Publications**

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

Mental programs (pp. 1-4) *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.*	**Values (first 6 paragraphs – up to "Avoiding the positivistic …")** *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.*	**Culture (pp. 9-11, up to the subchapter "National cultures and their stability")** *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**.*

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

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.
Dimensions of National Cultures (pp.29-32)
Other Classifications of National Cultures (pp.40-44)
A Second Expansion of the Hofstede Dimensional Model (pp. 44-45)
Cultural Differences According to Region, Ethnicity, Religion, Gender, Generation, and Class (pp. 45-46)

Power Distance Index (PDI) *Upon completing these*	**Individualism/Collectivism (IND)** *Upon completing these readings*	**Masculinity/Femininity (MAS)** *Upon completing these readings students should be able to: explain and illustrate*	**Uncertainty avoidance (UAI)** *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.	*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.*	*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.*	*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.*
More Equal than the Others (pp. 53-54) Inequality in Society (p. 54) Power Distance Defined (pp. 60-62)	I, We, and They (pp. 89-90) The Individual and the Collective in Society (pp. 90-91)	He, She, and (S)he (pp.135-136) Assertiveness vs. Modesty (pp. 136) Gender and Gender Roles (pp. 137-138) Masculinity-Femininity as a Dimension of Societal Culture (pp. 138-144)	What is Different is Dangerous (pp.187-188) The Avoidance of Uncertainty (pp.188-190) Uncertainty Avoidance is not the Same as Risk Avoidance (pp. 197-198)
Power Distance Difference Among Countries: Roots in the Family (pp. 67-68)	Individualism and Collectivism in the Family (pp. 106-112)	Masculinity & Femininity in the Family (pp. 151-154) Masculinity & Femininity in Gender Roles & Sex (pp. 154-158)	Uncertainty Avoidance in the Family (pp. 200-202)
Power Distance at School (pp.69-71)	Individualism and Collectivism at School (pp. 117-119)	Masculinity and Femininity in Education (pp. 158-163)	Uncertainty Avoidance at School (pp. 205-206).
Societal typologies in terms of Power Distance (p. 72 and p.83)	Societal typologies in terms of Individualism/Collectivism (p.113)	Societal typologies in terms of Masculinity/Femininity (p. 155 and p.159)	Societal typologies in terms of Uncertainty Avoidance (p. 203)

4. Cultures & Organizations: Software of the Mind, Third edition
Authors: **Geert Hofstede, Gert Jan Hofstede, Michael Minkov**
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.**

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

Power Distance Index (PDI) *Upon completing these readings students should be able to: explain and illustrate the origins and evolution of PDI differences among nations.*	**Individualism/Collectivism (IND)** *Upon completing these readings students should be able to: explain and illustrate the origins and evolution of IND differences among nations.*	**Masculinity/Femininity (MAS)** *Upon completing these readings students should be able to: explain and illustrate the origins and evolution of MAS differences among nations.*	**Uncertainty avoidance (UAI)** *Upon completing these readings students should be able to: explain and illustrate the origins and evolution of UAI differences among nations.*
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)

6. Modernization, Cultural Change, and Democracy. The Human Development Sequence.
Authors: **Ronald Inglehart, Christian Welzel,**
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)

7. Apocalypse Postponed
Author**: Umberto Eco**
Publisher**: Indiana University Press, 1994**

Chapter 1: Does Counter-culture Exist?	
The concept of culture, pp. 115-120 Opposition to the anthropological concept of culture, pp. 120-123 Self-reproducing cultures and dependent cultures, pp. 123-124 The fourth definition of culture, p. 124 The role of the intellectual, pp. 124-127	Upon completing these readings students should be able to: explain and illustrate the concepts of culture, self-reproducing culture, parasitic / dependent culture, counter-culture, etc.; to discuss the different typologies of the role of the intellectual and its impact in preserving / changing culture and society.

8. Optional reading: 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)**

Weekly assignments

1. Discussion 1 – personal introduction

Write a **short personal introduction** (name, main area of study, reason for choosing this course and expectations, other information you might want to share) and post on the **Discussion Board**, under the *Personal Introduction* forum, no later than **August 20, end of the day (10 points)**.

As a general guideline, personal introduction posts should be well-developed, use proper spelling, grammar, and punctuation.
Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.
You are encouraged to incorporate your personal and professional experiences in discussion board responses.
Weight: 10 points.
Due: August 20, 11:59pm.
Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

2. Syllabus Quiz

How well do you understand the expectations and requirements for this course? Find out by taking this brief quiz!
You will have to answer 1 multiple answer and 4 multiple choice questions, each counting for 2 points - **a total of 10 points**. You have **three attempts** available and only the highest score of the three will be recorded for your grade.
Make sure you take the test before the deadline. The tests taken after the **August 20** will score a maximum of 5 points instead of 10.
Also, please make sure you have read and understood the objectives, expectations, requirements, assignment rules, etc. from the listed syllabus. Good luck!
Weight: 10 points.
Due: August 20, 11:59pm.
Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

3. Core elements of culture – Essay

Complete all the readings for this week and make notes if you wish. You can keep them at hand when completing assignments.
Watch the documentary: ***The Singing Revolution*** *(Estonia, 2006)*.
Prepare an essay including the following (make notes if needed):

1. identify **at least 3 core values** in the culture of Estonians; shortly explain why you consider those to be core values;

2. name **at least 3 norms** (ideologies) present in the Estonian culture; use short illustrations to explain how you have identified those norms;
3. name **at least 3 beliefs** (social axioms) present in the Estonian culture; use short illustrations to explain how you have identified those beliefs;
4. identify **at least one TYPE of hero** in the culture of Estonians; shortly explain why you consider this type of person represents a hero for Estonians.

Remember that *values are expressed as **nouns**, norms are expressed as **rules**,* and *beliefs are expressed as **universally-valid statements***.
Download and refer to the *Criteria for evaluation* here
- so that you know exactly how questions are graded and are able to properly prepare your essay.
Weight: 80 points.
Due: August 20, 11:59pm.
Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

4. Peer evaluation

Review your notes on the weekly readings & study and keep them at hand.
Go to assignment and pick the *Evaluation* section; this becomes **available on Aug. 21, 00:01am**.
Review the essays submitted by three of your colleagues in Week 1. The BB system will automatically select the submissions for you to evaluate and will offer you the list of *Criteria* to follow for each review. You can also look at the *Model Essay* offered, if in doubt, and are also able to give feedback to the colleague reviewed, should you consider it helpful.

Download and refer to the *Criteria for evaluation* here - so that you know exactly how essays are graded and are able to properly evaluate the work of your colleagues.
Complete the three reviews before **August 27, end of day**, for 45 points (15 points each).
Weight for Part2 (Week 2): 45 points.
Due: August 27, 11:59pm.
Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

5. Discussion 2

Complete all the readings for this week and make reading notes.
Watch the film: *Almanya: Willkommen in Deutschland [Welcome to Germany] (Germany, 2011)*.
Click on the link above to participate in the *Week 2* discussion.
Discussion Prompt: Analyze, contrast and compare, in terms of IDV, MAS, PDI, UAI, LTO the two cultures (German & Turkish) presented in the film. Please make sure you illustrate your answer with accurate examples from the film watched. Also, please make sure you refer to the core elements of culture as support for making your arguments.
Follow the criteria presented in the associated rubric.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 55 points (**40p.+15p**. respectively)
As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be substantive and move the discussion forward. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.
You are encouraged to incorporate your personal and professional experiences in discussion board responses.
Posts due: August 26, 11:59pm (Sunday).
Weight: 40 points.
Replies due: August 27, 11:59pm (Monday).
Weight: 15 points.
Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

6. Five cultural dimensions – essay

Complete all the readings for this week and make notes if you wish. You can keep them at hand when completing assignments.
Watch the two films: ***Persepolis*** *(France, 2007);* ***Voices Against Violence*** *(South Korea, 2018).*
Your essay should answer the following (make notes if needed):

1. Analyze the Iranian society in "Persepolis" using ALL of Hofstede's five cultural dimensions studied in this class; please illustrate ALL five dimensions with examples from the movie(20 points).
2. What is the main conflict in "Persepolis" and what is its main source? Please identify the main conflict in the film, explain it together with its source using Hofstede's five cultural dimensions studied in this class (15 points).
3. Analyze the Korean society presented in "Voices Against Violence" using ALL of Hofstede's five cultural dimensions studied in this class; please illustrate ALL five dimensions with examples from the movie. The answer should be brief, clear and meaningful (20 points).
4. What is the main conflict in "Voices Against Violence" and what is its main source? Please identify the main conflict in the documentary, explain it together with its source using Hofstede's five cultural dimensions studied in this class (15 points).

In your essay try to answer the four questions listed. Try to make your text **brief**, **focused**, well **documented** and **accurate**.
Please check the Evaluation Criteria to self-assess your work.
Weight: 70 points.
Due: September 3, 11:59pm.
Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

7. Discussion 3

Complete all the readings for this week and make notes if needed.
Watch the film *Persepolis (France, 2007)* and the documentary *Voices against violence (South Korea, 2018)*.
Click on the link above to participate in the *Week 3* discussion.
Discussion Prompt

- Having seen the powerful cultural conflicts at play in the two films (one dominated by Power Distance issues, and the other by gender role struggles), **analyze your own society** in terms of IDV, MAS, PDI, UAI, LTO, **discuss potential or actual cultural conflicts at play**.
- Please make sure you illustrate your statements with accurate examples from your society, and also, refer to the core elements of culture as support for making your arguments.

Follow the criteria presented in the associated rubric.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 30 points (**20p.+10p**. respectively)
As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be substantive and move the discussion forward. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.
You are encouraged to incorporate your personal and professional experiences in discussion board responses.
Posts due: Sept. 2, 11:59pm (Sunday).
Weight: 20 points.
Replies due: Sept. 3, 11:59pm (Monday).
Weight: 10 points.
Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

8. Peer review

Review your notes on the weekly readings & study and keep them at hand.
Go to assignment and pick the *Evaluation* section; this becomes **available on Sep 4, 00:01am**.
Review the essays submitted by you and two of your peers in Week 3. The BB system will offer you the list of *Criteria* to follow for each question. *There will be no model answers* this time. You are also encouraged to explain your evaluation scores for each question.
Download and refer to the *Criteria for evaluation* so that you know exactly how answers are graded and are able to properly evaluate the work of your peers.
Complete the peer-review **before Sep. 10, end of day**, for 15 points.
Weight: 15 points.
Due: Sep. 10, 11:59pm.
Note: Make sure you **complete ALL assignments** due each week in order to be able to reach the 100 points available weekly.

9. Discussion 4

Complete all the readings for this week and make notes if needed.
Watch the films *Aferim! (Romania, 2015)* and *Usturoi [Transylvanian Garlic] (Romania, 2013)*.
Click on the link above to participate in the *Week 4* discussion.
Discussion Prompt

- **Step 1:** Shortly analyze in terms of IDV, MAS, PDI, UAI, LTO the Romanian culture of the 1800s presented in the film *Aferim!* and make sure you illustrate your answer with accurate examples.
- **Step 2:** Shorty analyze in terms of IDV, MAS, PDI, UAI, LTO the contemporary Romanian culture presented in the film *Usturoi* and make sure you illustrate your answer with accurate examples.
- **Step 3:** Based on your readings of Inglehart & Welzel theory of societal transformation, contrast and compare the two cultures, to **discuss and explain** the *traditionalism - secularism-rationalism* (*sacred - rational*) and *survival - self-expression* (*parochial - emancipative*) changes occurred in the Romanian society within the last two hundred years. Again, please make sure you support your statements with valid and clear arguments.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 85 points (**70p.+15p**. respectively)
As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be substantive and move the discussion forward. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.
You are encouraged to incorporate your personal and professional experiences in discussion board responses.
Posts due: **Sept. 9, 11:59pm** (Sunday).
Weight: **70 points.**
Replies due: **Sept. 10, 11:59pm** (Monday).
Weight: **15 points.**
Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

10. Modernization Theory - Essay

Complete all the readings for this week and make reading notes.
Watch the films ***Pride*** *(UK, 2014)* and ***Fine Dead Girls*** *(Croatia, 2002).*
Write an essay to:
(a) **identify & describe** briefly the traits of the *dominant culture* and of the main *counter-culture* in each of the societies presented in the two films; please make sure you support your statements with valid and clear arguments and illustrations.
(b) briefly **discuss & explain** the process of cultural and societal change (*traditionalism* - to - *secular-rational* values; *survival* - to - *self-expression* values; *counter-culture* becoming *dominant*), **focusing on how change was possible through *human interaction*, spread of**

knowledge*, and *economic stability/development (the three main drivers of societal change); please make sure you support your statements with valid and clear arguments and illustrations.
Follow the criteria presented in the associated rubric.
Save the document as SLC394_HW5_yourname and submit it.
Weight: **50 points.**
Due: **Sep. 17, 11:59pm.**
Note: the maximum number of points for this assignment is 50. Make sure you **complete ALL weekly assignments** to be able to gel all 100 points available each week.

11. Discussion 5

Complete all the readings for this week and make notes if needed.
Watch the films ***Pride*** *(UK, 2014)* and ***Fine Dead Girls*** *(Croatia, 2002).*
Click on the link above to participate in the *Week 5* discussion.
Discussion Prompt

- **Part 1:** Think about your society a few centuries back in history. **Identify & describe** briefly the *dominant culture* of the time and the *counter-culture* that developed and finally managed to become dominant and replace the previous dominant culture. **Explain** how this process was possible (remember to refer to the main drivers of change: economic development/safety, human interaction and the spread of knowledge). Please make sure you support your statements with valid and clear arguments and illustrations.
- **Part 2**: Think about your society right now. **Identify & describe** briefly the *dominant culture* and an important *counter-culture* currently at play. **Discuss** the potential of this *counter-culture* to become *dominant*. **Explain** what could make such a process possible (remember to refer to the main drivers of change: economic development/safety, human interaction and the spread of knowledge). Please make sure you support your statements with valid and clear arguments and illustrations.

This discussion requires **two posts**, an **initial post** and a **response post** - for a total of 50 points (**40p.+10p**. respectively).
As a general guideline, initial posts should be well-developed, use proper spelling, grammar, and punctuation. Response posts should be substantive and move the discussion forward. This is your opportunity to discuss the information further with your classmates or to discuss whether you agree or disagree and state why or why not. Keep your comments professional and follow the *Netiquette* guidelines posted in the Discussion Board tab on the left-hand side.
You are encouraged to incorporate your personal and professional experiences in discussion board responses.
Posts due: **Sept. 16, 11:59pm** (Sunday).
Weight: **40 points.**
Replies due: **Sept. 17, 11:59pm** (Monday).
Weight: **10 points.**
Note: Make sure you **complete ALL weekly assignments** to be able to get all 100 points available each week.

12/13/14. Discussion 6/Final project proposal/Final project presentation (details on BlackBoard**)**

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+	97.00-100	**B-**	80.00-82.99
A	93.00-96.99	**C+**	77.00-79.99
A-	90.00-92.99	**C**	70.00-76.99
B+	87.00-89.99	**D**	60.00-69.99
B	83.00-86.99	**E**	0.00-59.99

Communicating with the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Don't hesitate to email me any questions about the class or associated topics. You can expect a response within 48 hours.

You can also call or text me during business hours at 602-812-8263.

Online Course

This is an online course. There are no in-person meetings. You can log into your course via MyASU or https://my.asu.edu.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also knows as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral

communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.
Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.
Qualified students who wish to request an accommodation for a disability should contact the DRC by going to https://eoss.asu.edu/drc, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus
University Center Building, Suite 160
602-496-4321 (Voice)

Polytechnic Campus
480-727-1165 (Voice)

West Campus
University Center Building (UCB), Room 130
602-543-8145 (Voice)

Tempe Campus
480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)

- Adobe Flash Player (free)
- Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard home page at https://myasucourses.asu.edu
To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/.
To contact the help desk call toll-free at 1-855-278-5080.

Discrimination, Harassment, and Retaliation (Title IX)

ACD-401 Prohibition against Discrimination, Harassment, and Retaliation, prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities at (480) 965-6547, if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion at (480) 965-5057 if you feel an ASU employee is harassing you based on any of the factors above. ASU continues to implement U.S. Department of Education guidance regarding sexual assaults under Title IX federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources on ASU's Sexual Violence Awareness page.
As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services are available if you wish discuss any concerns confidentially and privately.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Books for course **SLC 394 Culture and Society Transformation** - @ASU Online, Session A, 2018
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: **Ronald Inglehart, Christian Welzel,**
Title: **Modernization, Cultural Change, and Democracy. The Human Development Sequence.**
Publisher: **Cambridge University Press, 2005 (2007)**

5.
Author: **Umberto Eco**
Title: **Apocalypse Postponed**
Publisher: **Indiana University Press, 1994**

6.
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

SAGE

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12 13 14 15 16 10 9 8 7 6 5 4 3 2 1

CONTENTS

Foreword xii

Geert Hofstede

Introduction 1

PART I: UNDERSTANDING "CULTURE" 7

1. The Concept of Culture 9

1.1. The "Unpackaging" of Culture 10
1.2. Meaning of the Word *Culture* and Definitions of the Concept 10
1.3. Culture *As Is* Versus Culture *As It Would Be* 12
1.4. Classifications of the Concepts of Culture 13
1.4.1. Subjective Culture: Mental Software 13
1.4.2. Objective Culture: Institutions and Artifacts 14
1.4.3. Culture as a System of Behaviors 14
1.4.4. Culture as a Set of Meanings 14
1.4.5. Culture as an Independently Existing Phenomenon 15
1.4.6. Culture as a Subjective Human Construct 16
1.5. Conclusions About the Conceptualization of Culture 16

2. Main Characteristics of Culture 19

2.1. Sharedness 20

2.2. Normalcy 22
2.3. Integration, Functionality, Rationality, and Logic 22
2.4. Stability and Changeability 23
2.5. Transmittability 24
2.6. Complexity 24
2.6.1. National Culture 25
2.6.2. National Culture Versus Organizational Culture 27
2.6.3. National Culture Versus Religious Denomination Culture 28
2.7. Diffuseness 29
2.8. Uncontrollability 31
2.9. Predictability 32

3. The Elements of Culture 38

3.1. Particular Elements of Culture 39
3.2. Universal Elements of Culture 40
3.2.1. Self-Reports 40
3.2.1.1. Values 40
3.2.1.2. Norms and Ideologies 42
3.2.1.3. Values for Children 44
3.2.1.4. Beliefs 44
3.2.1.5. Behavioral Intentions 45
3.2.1.6. Self-Reported Behaviors 45
3.2.1.7. Attitudes 45
3.2.1.8. Self-Descriptions 45
3.2.2. Reports of Impressions of Others 46
3.2.2.1. Peer Reports 46
3.2.2.2. Idealistic Reports 46
3.2.2.3. Stereotypes 46
3.2.3. Mental Skills and Knowledge 51
3.2.3.1. General Intelligence and Related Domains 51
3.2.3.2. Perception Characteristics 52
3.2.4. Cognitive Patterns 52
3.2.5. Observable Behaviors 52
3.2.5.1. Direct Observation of Behaviors 52
3.2.5.2. National Statistics 53
3.2.6. Statistical Products 53
3.2.7. What Else Can Be Studied by Cross-Cultural Analysts? 54

PART II: STUDYING CULTURE 59

4. Types of Cross-Cultural Studies: Merits and Pitfalls 61
4.1. Studies of Culture Versus Studies of Something Else 62
4.2. Qualitative Versus Quantitative Studies 62
4.3. Idiographic Versus Nomothetic Studies 62
4.4. Insiders' Versus Outsiders' Studies 63

CULTURE'S CONSEQUENCES

SECOND EDITION

Comparing
Values,
Behaviors,
Institutions,
and
Organizations
Across
Nations

Geert Hofstede

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Contents

From the Preface to the First Edition (1980) xv

Preface to the Second Edition xvii

Summary of the Book xix

1. Values and Culture 1

Summary of This Chapter 1

Definitions and Distinctions 1
Mental Programs 1
Describing Mental Programs in Measurable Terms 4
Values 5
Measuring Values 7
Culture 9
National Cultures and Their Stability 11
National Character and National Stereotypes 13
Cultural Relativism 15

Studying Culture 15
Comparing Cultures: Changing the Level of Analysis 15
Avoiding Ethnocentrism 17
The Need for a Multidisciplinary Approach 19
Language and Translation 21
Matching Samples: Functional Equivalence 23
Modal and Marginal Phenomena 24

Dimensions of Culture 24
The Specific and the General 24
Searching for Dimensions of Culture 26
Dimensions Versus Typologies 28
Five Basic Problems of National Societies 28
Other Dimensions of Culture in the Literature: Theory Based 29
Other Dimensions of Culture in the Literature: Empirical 31

Culture Change 34
The Process of Culture Change 34
Culture Change and the IBM Data 34

Notes 36

2. Data Collection, Treatment, and Validation 41

Summary of This Chapter 41

The Research Settings 41
The IBM Corporation 41
The Use of Attitude Surveys in IBM 43
Questionnaire Translation and Survey Administration 46
The IBM Survey Database 48
A Second Research Setting: IMEDE Business School 49

Data Treatment 49
Frequency Distributions and Central Tendency Within Groups 49
ANOVA: Country, Occupation, Gender, and Age 50
Comparing 40 Countries: Matching Occupations 51
Extension to 50 Countries Plus Three Regions 52
Selecting Stable Questions 52
Eclectic Analysis: Power Distance and Uncertainty Avoidance 53
Work Goal Importance Data: Eliminating Acquiescence 56
Work Goal Importance: Ecological Factor Analysis 58
Putting the Four Dimensions Together 58
Value Shifts in IBM Between 1967-69 and 1971-73 60
Correlations Between Index Scores 60
Country Clusters 62
Multilingual Countries: Belgium, Switzerland, and Yugoslavia 63

Validation 65
The Reliability of Country Dimension Scores 65
Replicating the IBM Research 66
Comparing With Data From Other Sources 67
Economic, Geographic, and Demographic Indicators 68
Adding a Fifth Dimension 69
Studying Organizational Cultures 71
Support and Criticisms of the Approach Followed 73

Notes 73

3. Power Distance 79

Summary of This Chapter 79

Inequality and Power Distance 79
On Animal and Human Inequality 79
Inequality in Society 80
Inequality in Organizations 82
The Concept of Power Distance 83
Power Distance and Human Inequality 84

Measuring National Differences in Power Distance in IBM 84
Organization of Chapters 3 Through 7 84
A Power Distance Index for IBM Countries 85
Power Distance Index Scores by Occupation 88
Gender Differences in Power Distance 90
Country Power Distance Index Scores and Other IBM Survey Questions 90

Validating PDI Against Data From Other Sources 91
Straight Replications of the IBM Survey 91
PDI Versus Studies of General Values in Society 92
Summary of General Connotations of the Power Distance Index Found in Survey Material 96

Origins and Implications of Country Power Distance Differences 97
The Power Distance Societal Norm 97
Power Distance in the Family 98
Power Distance, Schools, and Educational Systems 100
Power Distance in Work and Organization 102
Power Distance, Worker Participation, and "Industrial Democracy" 106
Power Distance and Political Systems 110
Power Distance and Religion, Ideology, and Theories of Power 113
Power Distance and Aviation Safety 115
Predictors of PDI: Latitude, Population Size, and Wealth 115
Power Distance and Historical Factors: D'Iribarne's Contribution 117
Power Distance and Historical Factors: The Roman Empire and Colonialism 119
The Future of Power Distance Differences 121

Statistical Analysis of Data Used in This Chapter 123
Calculating the Power Distance Index by Country 123
Power Distance Index Scores by Occupation 125
Straight Replications of the IBM Survey 126
Results of Other Survey Studies Significantly Correlated With PDI 126
Indexes at the National Level Significantly Correlated With PDI 128
PDI Versus Eight Geographic, Economic, and Demographic Indicators 132
Trends in PDI 135

Notes 137

4. Uncertainty Avoidance 145

Summary of This Chapter 145

The Concept of Uncertainty Avoidance 145
Time, Future, Uncertainty, and Anxiety 145
Uncertainty Avoidance in Organizations 146
Uncertainty Avoidance Is Not the Same as Risk Avoidance 148

Measuring National Differences in Uncertainty Avoidance in IBM 148
An Uncertainty Avoidance Index for IBM Countries 148
Uncertainty Avoidance Versus Power Distance 150
Occupation and Gender Differences in the Scores on the Uncertainty Avoidance Items 151
Country UAI Scores and Other IBM Survey Questions 153

Validating UAI Against Data From Other Sources 154
Straight Replications of the IBM Survey 154
UAI, Anxiety, and Emotions: Studies by Lynn and Others 155
UAI and Subjective Well-Being 157
UAI Versus Studies of General Values in Society 158
Summary of General Connotations of the Uncertainty Avoidance Index Found in Survey Material 159

Origins and Implications of Country Uncertainty Avoidance Differences 159
The Uncertainty Avoidance Societal Norm 159
Uncertainty Avoidance in the Family 161
Uncertainty Avoidance, Schools, and Educational Systems 162
UAI and Achievement Motivation: McClelland's Data 163
Uncertainty Avoidance in the Work Situation 165
Uncertainty Avoidance and Consumer Behavior 170
Uncertainty Avoidance and Political Systems 171
Uncertainty Avoidance and Legislation 174
Uncertainty Avoidance, Nationalism, and Xenophobia 175
Uncertainty Avoidance and Religions 176

Uncertainty Avoidance, Theories, and Games 177
Predictors of UAI 179
Uncertainty Avoidance and Historical Factors 179
The Future of Uncertainty Avoidance Differences 181

Statistical Analysis of Data Used in This Chapter 183
Calculating the Uncertainty Avoidance Index by Country 183
Calculating Differences in Item Scores by Occupation 183
Country UAI, Average Age of Respondents, and Other IBM Survey Questions 184
Straight Replications of the IBM Survey 186
Studies of Stress and Well-Being 188
McClelland's Study of Motivation 190
Results of Other Surveys Correlated With UAI 190
Indexes at the National Level Correlated With UAI 197
UAI Versus Eight Geographic, Economic, and Demographic Indicators 198
Trends in UAI 198

Notes 199

5. Individualism and Collectivism 209

Summary of This Chapter 209

The Individual and the Collectivity 209
Individualism in Society 209
Individualism in Organizations and Organization Theories 212

Measuring National Differences in Individualism in IBM 214
An Individualism Index for Countries in the IBM Sample 214
Societal Versus Individual Individualism and Collectivism, and Whether Ind and Col Are One or Two Dimensions 215
Individualism Versus Power Distance and Uncertainty Avoidance 216
Individualism and Occupation, Gender, and Age 218
Country Individualism Index Scores and Other IBM Survey Questions 218

Validating IDV Against Data From Other Sources 219
Distinguishing IDV From PDI and GNP/Capita 219
Straight Replications of the IBM Survey 219
IDV Versus Schwartz's Values Surveys of Teachers and Students 220
IDV Versus Smith and Dugan's Analysis of Trompenaars's Data 221
IDV Versus Inglehart's Analysis of the World Values Survey 223
IDV Scores and Other Studies of General Values 224
Summary of Value Connotations of the Individualism Index Found in Surveys and Related Material 225

Origins and Implications of Country Individualism Differences 225
The Individualism Societal Norm 225
Individualism and Collectivism in the Family 225
Individualism and Collectivism Versus Personality and Behavior 231
Individualism and Collectivism in Language Use and Group Identity 233
Individualism and Collectivism, Schools, and Educational Systems 234
Individualism and Collectivism in the Work Situation 235
Collectivism and the Applicability of Management Methods 240
Individualism and Consumer Behavior 241
Health and Disability in Individualist and Collectivist Societies 242
Individualism or Collectivism, Political Systems, and Legislation 243
Individualism and Collectivism, Religions, and Ideas 249
Predictors of IDV: Wealth and Latitude 250
Individualism and Historical Factors 253
The Future of Individualism Differences 254

Statistical Analysis of Data Used in This Chapter 255
Calculating the Individualism Index by Country 255
Work Goal Dimensions by Occupation 257
Country IDV Scores and Other IBM Survey Questions 258
Earlier Studies of Work Goals in IBM 258
Straight Replications of the IBM Survey 260
Results of Other Surveys Correlated With IDV 264
Indexes at the National Level Correlated With IDV 268
IDV Versus Eight Geographic, Economic, and Demographic Indicators 269
Trends in IDV 272

Notes 273

6. Masculinity and Femininity 279

Summary of This Chapter 279

Sexes, Genders, and Gender Roles 279
Absolute, Statistical, and Social Sex Differences 279
Gender Differences in Work Goals 281

Measuring National Differences in Masculinity in IBM 284
A Masculinity Index for Countries in the IBM Sample 284
Masculinity and Occupation, Gender, and Age 285
Country MAS Scores and Other IBM Survey Questions 290
MAS and Work Centrality in IBM 291
Societal Versus Individual Masculinity and Femininity, and Whether Mas and Fem Are One or Two Dimensions 292
Masculinity Versus Individualism 293

Validating MAS Against Data From Other Sources 294
The Need to Control for Wealth Differences 294
Straight Replications of the IBM Survey 295
MAS Scores Versus Other Values Surveys 296
Summary of Connotations of the Masculinity Index Found in Surveys and Related Material 297

Origins and Implications of Country Masculinity Differences 297
The Masculinity Societal Norm 297
Masculinity and Femininity in the Family 298
Masculinity, Schools, and Educational Systems 303
Masculinity and Femininity in Gender Roles 305
Masculinity and Consumer Behavior 310
Masculinity and Femininity in the Workplace 311
Masculinity, Femininity, and Political Priorities 317
Masculinity, Femininity, and Political Mores 321
Masculinity and Sexual Behavior 322
Masculinity, Femininity, and Religion 327
Masculinity and Geographic, Economic, and Demographic Factors 331
Masculinity and (Pre)Historical Factors 331
The Future of Masculinity/Femininity Differences 333

Statistical Analysis of Data Used in This Chapter 335
Computing MAS for Old and New Cases 335
Country MAS Scores and Other IBM Survey Questions 335
Straight Replications of the IBM Survey 335
Results of Other Studies Correlated With MAS 337
MAS Versus Eight Geographic, Economic, and Demographic Indicators 339
Trends in MAS 340

Notes 341

7. Long- Versus Short-Term Orientation 351

Summary of This Chapter 351

East Versus West 351
Cultural Biases in the Researchers' Minds 351
The Chinese Value Survey 352
Long-Term Orientation as a Fifth Dimension 353

Measuring and Validating National Differences in Long-Term Orientation 355
A Long-Term Orientation Index for 23 Countries 355
Replications of the Measurement of Long-Term Orientation 355
Validating LTO Against Other Studies of Values 355
LTO and Savings Rates: Read's Study 358
Summary of Validations and Connotations of the Long-Term Orientation Index Found in Surveys and Related Material 359

Implications of Country Long-Term Orientation Differences 359
LTO and Family, Social Relationships, and Work 359
LTO and Ways of Thinking 362
LTO and Economic Growth 365
Long- and Short-Term Orientation in the Hindu and Muslim Worlds 368
African Values: A New Dimension? 369
The Future of Long-Term Orientation 370

Notes 370

8. Cultures in Organizations 373

Summary of This Chapter 373

Organizations and National Cultures 373
There Are No Universal Solutions to Organization and Management Problems 373
The Functioning of Organizations 375
Culture and Organization Theories: Nationality Constrains Rationality 378
Planning, Control, and Accounting 381
Corporate Governance 384
Motivation and Compensation 385
Leadership and Empowerment 388
Management Development and Organization Development 390
Performance Appraisal and Management by Objectives 391

Organizational Cultures 391
The "Organizational Culture" Construct 391
Differences Between Organizational and National Cultures 393
The IRIC Organizational Culture Research Project 395
Dimensions of Organizational Cultures 397
Validating the Practice Dimensions 400
Organizational Subcultures 405
The Usefulness of the Organizational Culture Construct 408
How Universal Are the Six Organizational Culture Dimensions? 410
Individual Perceptions of Organizational Cultures 411
Implications of the Level of Analysis: Gardens, Bouquets, and Flowers 413
Occupational Cultures 414

Notes 415

9. Intercultural Encounters 423

Summary of This Chapter 423

Intercultural Communication and Cooperation 423
General Principles 423
Language and Discourse 425
Culture Shock and Expatriate Failure 425
Training in Intercultural Competence 427

Political Issues 429
Minorities, Migrants, and Refugees 429
International Politics and International Organizations 431
Intercultural Negotiations 435
Economic Development, Nondevelopment, and Development Cooperation 437

Multinational Business 440
The Functioning of Multinational Business Organizations 440
International Acquisitions, Mergers, and Joint Ventures 445
International Marketing, Advertising, and Consumer Behavior 448

Schools, Tourism, and a Look Ahead 451
Intercultural Encounters in Schools 451
Intercultural Encounters in Tourism 452
The Influence of New Technology 453
Cultural Relativism, Convergence, and Divergence 453

Notes 454

10. Using Culture Dimension Scores in Theory and Research 461

Summary of This Chapter 461

Applications of the Dimensional Model 461
The Fortunes of Continued Research in Six Areas 461
Fields of Application 462
Replications and Their Pitfalls 463
Extensions to New Countries 464
Using the Dimensional Model as a Paradigm 465

Closing Remarks 466

Notes 466

Appendixes

Appendix 1 467
Questions From the IBM Attitude Survey Questionnaire Referred to in This Book

Appendix 2 475
Country Scores on A, B, and C Questions (except A5-A32 and C1-C8)

Appendix 3 483
Standardized Country and Occupation Scores for Work Goals (questions A5-18 and C1-C8)

Appendix 4 491
Replicating the IBM-Style Cross-National Survey

Appendix 5 499
Summary of Country Index Scores (including additions)

Appendix 6 503
Summary of Significant Correlations of Country Index Scores With Data From Other Sources

Appendix 7 521
Two Case Studies From the IRIC Organizational Cultures Research Project

Appendix 8 523
The Author's Values

References 525

Name Index 569

Subject Index 585

About the Author 596

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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Contents

Preface xi

PART I

The Concept of Culture

1 The Rules of the Social Game 3
Different Minds but Common Problems 4
Culture as Mental Programming 4
Symbols, Heroes, Rituals, and Values 7
Culture Reproduces Itself 10
No Group Can Escape Culture 11
Values and the Moral Circle 12
Boundaries of the Moral Circle: Religion and Philosophy 13
Beyond Race and Family 14
We and They 16
Ideologies as Group Markers 17
Layers of Culture 17
Culture Change: Changing Practices, Stable Values 18
National Culture Differences 20
National Identities, Values, and Institutions 22

What About National *Management* Cultures? 24
Cultural Relativism 25
Culture as a Phoenix 26

2 Studying Cultural Differences 27
Measuring Values 28
Dimensions of National Cultures 29
Using Correlations 32
Replications of the IBM Research 34
Extending the IBM Model: The Chinese Value Survey 37
Validation of the Country Culture Scores Against Other Measures 38
Culture Scores and Personality Scores: No Reason for Stereotyping 39
Other Classifications of National Cultures 40
A Second Expansion of the Hofstede Dimensional Model: Minkov's Exploration of the World Values Survey 44
Cultural Differences According to Region, Ethnicity, Religion, Gender, Generation, and Class 45
Organizational Cultures 47
Reading Mental Programs: Suggestions for Researchers 47

PART II
Dimensions of National Cultures

3 More Equal than Others 53
Inequality in Society 54
Measuring the Degree of Inequality in Society: The Power Distance Index 55
Power Distance Defined 60
Power Distance in Replication Studies 62
Power Distance Differences Within Countries: Social Class, Education Level, and Occupation 64
Measures Associated with Power Distance: The Structure in This and Following Chapters 66
Power Distance Difference Among Countries: Roots in the Family 67
Power Distance at School 69

Power Distance and Health Care 71
Power Distance in the Workplace 73
Power Distance and the State 75
Power Distance and Ideas 79
Origins of Power Distance Differences 82
The Future of Power Distance Differences 86

4 I, We, and They 89
The Individual and the Collective in Society 90
Measuring the Degree of Individualism in Society 92
Individualism and Collectivism in the World Values Survey: Universalism Versus Exclusionism 94
Individualism and Collectivism in Other Cross-National Studies 99
Are Individualism and Collectivism One or Two Dimensions? 102
Collectivism Versus Power Distance 102
Individualism and Collectivism According to Occupation 105
Individualism and Collectivism in the Family 106
Language, Personality, and Behavior in Individualist and Collectivist Cultures 112
Individualism and Collectivism at School 117
Individualism and Collectivism in the Workplace 119
Individualism, Collectivism, and the Internet 123
Individualism, Collectivism, and the State 125
Individualism, Collectivism, and Ideas 127
Origins of Individualism-Collectivism Differences 131
The Future of Individualism and Collectivism 133

5 He, She, and (S)he 135
Assertiveness Versus Modesty 136
Genders and Gender Roles 137
Masculinity-Femininity as a Dimension of Societal Culture 138
Masculinity and Femininity in Other Cross-National Studies 144
Masculinity Versus Individualism 146
Are Masculinity and Femininity One or Two Dimensions? 146
Country Masculinity Scores by Gender and Gender Scores by Age 148
Masculinity and Femininity According to Occupation 150
Masculinity and Femininity in the Family 151
Masculinity and Femininity in Gender Roles and Sex 154

Masculinity and Femininity in Education 158
Masculinity and Femininity in Shopping 163
Masculinity and Femininity in the Workplace 164
Masculinity, Femininity, and the State 170
Masculinity, Femininity, and Religion 175
Origins of Masculinity-Femininity Differences 180
The Future of Differences in Masculinity and Femininity 184

6 What Is Different Is Dangerous 187
The Avoidance of Uncertainty 188
Measuring the (In)tolerance of Ambiguity in Society: The Uncertainty-Avoidance Index 190
Uncertainty Avoidance and Anxiety 195
Uncertainty Avoidance Is Not the Same as Risk Avoidance 197
Uncertainty Avoidance in Replication Studies: Project GLOBE 198
Uncertainty Avoidance According to Occupation, Gender, and Age 199
Uncertainty Avoidance in the Family 200
Uncertainty Avoidance, Health, and (Un)happiness 202
Uncertainty Avoidance at School 205
Uncertainty Avoidance in Shopping 206
Uncertainty Avoidance in the Workplace 208
Uncertainty Avoidance, Masculinity, and Motivation 213
Uncertainty Avoidance, the Citizen, and the State 216
Uncertainty Avoidance and Corruption 221
Uncertainty Avoidance, Xenophobia, and Nationalism 224
Uncertainty Avoidance, Religion, and Ideas 226
Origins of Uncertainty-Avoidance Differences 232
The Future of Uncertainty-Avoidance Differences 233

7 Yesterday, Now, or Later? 235
National Values and the Teachings of Confucius 236
Implications of LTO-CVS Differences for Family Life 240
Implications of LTO-CVS Differences for Business 242
Implications of LTO-CVS Differences for Ways of Thinking 246
Long-Term Orientation Scores Based on World Values Survey Data 252
Long-Term Orientation and the GLOBE Dimensions 259

Long- and Short-Term Orientation, Family Relations, and School Results 260
Long- and Short-Term Orientation and Economic Growth 262
Economic Growth and Politics 267
Fundamentalisms as Short-Term Orientation 269
Short-Term Orientation in Africa 271
The Future of Long- and Short-Term Orientation 274

8 Light or Dark? 277
The Nature of Subjective Well-Being 278
Subjective Well-Being and the World Values Survey 279
Indulgence Versus Restraint as a Societal Dimension 280
Indulgence Versus Restraint and Subjective Well-Being in Other Cross-National Studies 288
Indulgence Versus Restraint, Subjective Health, Optimism, and Birthrates 289
Indulgence Versus Restraint, Importance of Friends, and Consumer Attitudes 290
Indulgence Versus Restraint and Sexual Relationships 293
Indulgence Versus Restraint in the Workplace 294
Indulgence Versus Restraint and the State 295
Origins of Societal Differences in Indulgence Versus Restraint 296

PART III

Cultures in Organizations

9 Pyramids, Machines, Markets, and Families: Organizing Across Nations 301
Implicit Models of Organizations 302
Management Professors Are Human 307
Culture and Organizational Structure: Elaborating on Mintzberg 312
Planning, Control, and Accounting 315
Corporate Governance and Business Goals 320
Motivation Theories and Practices 327
Leadership, Decision Making, and Empowerment 331
Performance Appraisal and Management by Objectives 334
Management Training and Organization Development 336
Conclusion: Nationality Defines Organizational Rationality 337

10 The Elephant and the Stork: Organizational Cultures 341
The Organizational Culture Craze 343
Differences Between Organizational and National Cultures: The IRIC Project 346
Qualitative and Quantitative Approaches in the IRIC Project 349
Results of the In-Depth Interviews: The SAS Case 351
Results of the Survey: Six Dimensions of Organizational Cultures 353
The Scope for Competitive Advantages in Cultural Matters 358
Organizational Culture and Other Organizational Characteristics 360
Organizational Subcultures 364
Individual Perceptions of Organizational Cultures 366
Gardens, Bouquets, and Flowers of Social Science 368
Occupational Cultures 368
Conclusions from the IRIC Research Project: Dimensions Versus Gestalts 370
Managing (with) Organizational Culture 371

PART IV
Implications

11 Intercultural Encounters 381
Intended Versus Unintended Intercultural Conflict 382
Culture Shock and Acculturation 384
Ethnocentrism and Xenophilia 387
Group Encounters: Auto- and Heterostereotypes 387
Language and Humor 388
The Influence of Communication Technologies 391
Intercultural Encounters in Tourism 392
Intercultural Encounters in Schools 393
Minorities, Migrants, and Refugees 395
Intercultural Negotiations 399
Multinational Business Organizations 402
Coordinating Multinationals: Structure Should Follow Culture 406
Expanding Multinationals: International Mergers and Other Ventures 407
International Marketing, Advertising, and Consumer Behavior 409

International Politics and International Organizations 412
Economic Development, Nondevelopment, and Development Cooperation 416
Learning Intercultural Communication 419
Educating for Intercultural Understanding: Suggestions for Parents 423
Spreading Multicultural Understanding: The Role of the Media 425
Global Challenges Call for Intercultural Cooperation 426

12 The Evolution of Cultures 431
A Time-Machine Journey Through History 433
Five Million to One Million Years Ago: Lonely Planet 434
One Million to Forty Thousand Years Ago: Ice and Fire 436
Forty Thousand to Ten Thousand Years Ago: Creative Spark, Extermination 438
Twelve Thousand to Seven Thousand Five Hundred Years Ago: Villages and Agriculture 442
Seven Thousand Five Hundred Years Ago Until Now: Large-Scale Civilizations 447
Sources of Cultural Diversity and Change 453
The End of History? No! 455
The Essence of Evolution 456
Evolution: More than Genes 459
Evolution Beyond Selfishness: Groups over Individuals 464
Individuals and Institutions in the Stream of Life 466
Evolution at Work Today 468
The Future of Culture 473

Notes 479
Glossary 515
Bibliography 525
Name Index 547
Subject Index 549

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The Human Development Sequence

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Contents

Acknowledgments
Foreword by Hans-Dieter Klingemann

Introduction

PART I THE FORCES SHAPING VALUE CHANGE
1 A Revised Theory of Modernization
2 Value Change and the Persistence of Cultural Traditions
3 Exploring the Unknown: Predicting Mass Responses
4 Intergenerational Value Change
5 Value Changes over Time
6 Individualism, Self-Expression Values, and Civic Virtues

PART II THE CONSEQUENCES OF VALUE CHANGE
7 The Causal Link between Democratic Values and Democratic Institutions: Theoretical Discussion
8 The Causal Link between Democratic Values and Democratic Institutions: Empirical Analyses
9 Social Forces, Collective Action, and International Events
10 Individual-Level Values and System-Level Democracy: The Problem of Cross-Level Analysis
11 Components of a Prodemocratic Civic Culture
12 Gender Equality, Emancipative Values, and Democracy
13 The Implications of Human Development
Conclusion: An Emancipative Theory of Democracy

Bibliography
Index

PERSPECTIVES

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The Geopolitical Aesthetic: Cinema and Space in the World System
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Contents

Acknowledgments vii
Introduction by Robert Lumley 1

Part One: Mass Culture: Apocalypse Postponed

1 Apocalyptic and Integrated Intellectuals: Mass communications and theories of mass culture 17
2 The World of Charlie Brown 36
3 Reactions of Apocalyptic and Integrated Intellectuals: Then (1964) 45
4 Reactions of the Author: Now (1974 and 1977) 51
5 Orwell, or Concerning Visionary Power 58
6 The Future of Literacy 64

Part Two: Mass Media and the Limits of Communication

1 Political Language: The use and abuse of rhetoric 75
2 Does the Audience have Bad Effects on Television? 87
3 Event as *Mise en scène* and Life as Scene-setting 103
4 The Phantom of Neo-TV: The debate on Fellini's *Ginger and Fred* 108

Part Three: The Rise and Fall of Counter-cultures

1 Does Counter-culture Exist? 115
2 The New Forms of Expression 129
3 On Chinese Comic Strips: Counter-information and alternative information 148
4 Independent Radio in Italy 167
5 Striking at the Heart of the State? 177

Part Four: In Search of Italian Genius

1 Phenomena of This Sort Must Also be Included in Any Panorama of Italian Design 185

2 A Dollar for a Deputy: La Cicciolina 196

3 For Grace Received 200

4 The Italian Genius Industry 211

Index 225

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Contents

List of contributors ix
Preface xi

Introduction: support for democracy and autocracy in eastern Europe 1
HANS-DIETER KLINGEMANN, DIETER FUCHS, SUSANNE FUCHS AND JAN ZIELONKA

PART I
Comparative perspectives 23

1 Democratic communities in Europe: a comparison between East and West 25
DIETER FUCHS AND HANS-DIETER KLINGEMANN

2 East European value systems in global perspective 67
RONALD INGLEHART

3 Historical and cultural borderlines in eastern Europe 85
GABRIEL BĂDESCU

PART II
National perspectives 99

4 The Czech Republic: critical democrats and the persistence of democratic values 101
ZDENKA MANSFELDOVÁ

5 Slovenia in central Europe: merely meteorological or a value kinship? 119
VLADO MIHELJAK

6 Hungary: structure and dynamics of democratic consolidation 148
CHRISTIAN W. HAERPFER

7 Slovakia: pathways to a democratic community 172
SILVIA MIHALIKOVA

8 Poland: citizens and democratic politics 203
RENATA SIEMIENSKA

9 Latvia: democracy as an abstract value 235
ILZE KOROLEVA AND RITMA RUNGULE

10 Lithuania: civic society and democratic orientation 256
RASA ALISAUSKIENE

11 Estonia: changing value patterns in a divided society 277
MIKK TITMA AND ANDU RÄMMER

12 Romania: fatalistic political cultures revisited 308
ALINA MUNGIU-PIPPIDI

13 Bulgaria: democratic orientations in support of civil society 336
ANDREY RAICHEV AND ANTONY TODOROV

14 Russia, Belarus and Ukraine: construction of democratic communities 355
ELENA BASHKIROVA

Bibliography 379
Index 389