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
Is this a shared course?  No

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.

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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>ASU--[SB] CRITERIA</strong></th>
<th><strong>Identify Documentation Submitted</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="1" alt="image" /></td>
<td><img src="1" alt="image" /></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>SLC 394 Syllabus - text marked in yellow; list of books and bookchapters.</td>
</tr>
<tr>
<td><img src="1" alt="image" /></td>
<td><img src="1" alt="image" /></td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
<td>SLC 394 syllabus - text marked in cyan; list of books and bookchapters.</td>
</tr>
<tr>
<td><img src="1" alt="image" /></td>
<td><img src="1" alt="image" /></td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
<td>SLC 394 syllabus - text marked in cyan; list of books and bookchapters.</td>
</tr>
<tr>
<td><img src="1" alt="image" /></td>
<td><img src="1" alt="image" /></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
<td>SLC394 syllabus - text marked in cyan; list of books and bookchapters.</td>
</tr>
<tr>
<td><img src="1" alt="image" /></td>
<td><img src="1" alt="image" /></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>SLC394 syllabus - text marked in cyan; list of books and bookchapters.</td>
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</table>

**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.
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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction</td>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior</td>
<td>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.</td>
<td>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</td>
</tr>
<tr>
<td>3. Course emphasizes the distinct knowledge of the social behavioral sciences.</td>
<td>This course emphasizes the distinct knowledge base of the integrated social sciences.</td>
<td>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.</td>
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<td>4. Course illustrates use of social and behavioral science perspective and data.</td>
<td>The course uses Geert Hofstede's cultural dimensions theory, Inglehart &amp; 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.</td>
<td>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.</td>
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</table>
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:

2. Geert Hofstede, Cultures’ consequences: Comparing Values, Behaviors, Institutions and
3. Geert Hofstede, Gert Jan Hofstede, Michael Minkov, Cultures & Organizations: Software of the
4. Ronald Inglehart, Christian Welzel, Modernization, Cultural Change, and Democracy. The
   Human Development Sequence, Cambridge University Press, 2005 (2007);
   Optional: Hans-Dieter Klingemann, Dieter Fuchs & Jan Zielonka (eds.), Democracy and Political

Films / documentaries:

1. The Singing Revolution (Estonia, 2006)
2. Almanyka: 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)
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**.

<table>
<thead>
<tr>
<th>Week of study</th>
<th>Due date</th>
<th>Due assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>August 20</td>
<td>- Personal introductions (10 points)</td>
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<td>- Syllabus quiz (10 points)</td>
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<td>- Core elements quiz (80 points)</td>
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<tr>
<td>Week 2</td>
<td>August 26</td>
<td>- W2 Discussion posts (40 points)</td>
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<td>August 27</td>
<td>- W2 Discussion replies (15 points)</td>
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<td>- Peer-evaluations (45 points)</td>
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<tr>
<td>Week 3</td>
<td>Sept. 2</td>
<td>- W3 Discussion posts (20 points)</td>
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<td></td>
<td>Sept. 3</td>
<td>- W3 Discussion replies (10 points)</td>
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<td>- Quiz (70 points)</td>
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<td>Week 4</td>
<td>Sept. 9</td>
<td>- W4 Discussion posts (70 points)</td>
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<td>Sept. 10</td>
<td>- W4 Discussion replies (15 points)</td>
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<td>- Self-evaluations (15 points)</td>
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<td>Week 5</td>
<td>Sept. 16</td>
<td>- W5 Discussion posts (40 points)</td>
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<td>Sept. 17</td>
<td>- W5 Discussion replies (10 points)</td>
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<td>- Essay (50 points)</td>
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<td>Week 6</td>
<td>Sept. 23</td>
<td>- W6 Discussion posts (55 points)</td>
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<td>Sept. 24</td>
<td>- W6 Discussion replies (15 points)</td>
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<td>- Project proposals submitted (30 points)</td>
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<td>Week 7</td>
<td>Oct. 1</td>
<td>- End-course projects submitted (80 points)</td>
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<td>Week 8*</td>
<td>Oct. 5*</td>
<td>- Peer-feedback on projects (30 points)</td>
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<td>End-course</td>
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<td><strong>TOTAL number of points: 700.</strong></td>
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*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>
<thead>
<tr>
<th>Week 1</th>
<th>Discussion topics</th>
<th>Required readings and films / documentaries</th>
<th>Assignments &amp; due dates</th>
<th>Outcomes</th>
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<tbody>
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<tr>
<td>Study preparation</td>
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<td>Course week 1:</td>
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<tr>
<td>Aug. 16-20</td>
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<tr>
<td>What is culture?</td>
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<tr>
<td>Introduction</td>
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<td></td>
<td>Introductions &amp; discussions on syllabus, and class terms and expectations.</td>
<td>Class syllabus.</td>
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<td></td>
<td>What is culture made of?</td>
<td>Reading 1: Minkov, <em>Cross-Cultural Analysis: the Science and Art of Comparing the World’s Modern Societies and Their Cultures</em>, Thousand Oaks: Sage Publications, 2014 (for specific chapters and page numbers see Week 1 section on BB);</td>
<td>1. Discussion 1: Self-introduction posted in the Discussions Forum on BB</td>
<td>Building group cohesion; ensure understanding of class syllabus, terms and expectations; set the mind frame for the class.</td>
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<td>Due: Mon, Aug. 20, end of day.</td>
<td>Due: Mon, Aug. 20, end of day.</td>
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<tr>
<td>Week 2</td>
<td>Discussion topics</td>
<td>Required readings and videos</td>
<td>Assignments &amp; due dates</td>
<td>Outcomes</td>
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<td>What are cultural differences?</td>
<td>How are national cultures defined?</td>
<td><strong>Reading:</strong> Hofstede, Hofstede &amp; Minkov, <em>Cultures &amp; Organizations: Software of the Mind</em>, McGraw-Hill, 2010 (for specific chapters and page numbers see <a href="#">Week 2 on BB</a>).</td>
<td>1. Complete readings;</td>
<td>Upon the successful conclusion of this week, students will be able to:</td>
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<tr>
<td>Course week 2:</td>
<td>How do cultural differences reflect on societal differences?</td>
<td><strong>Video:</strong> Almanya: <em>Willkommen in Deutschland (Germany)</em>, 2011</td>
<td>2. Watch video;</td>
<td>- name, define and illustrate two of Hofstede's five dimensions of national culture;</td>
</tr>
<tr>
<td>Aug. 20 - Aug. 27</td>
<td>Are within-nation cultural differences and cultural conflicts possible?</td>
<td><strong>3. Complete Peer Review of Wk1 Essay</strong> (see details in <a href="#">Week 2 on BB</a>).</td>
<td>3. Complete Peer Review of Wk1 Essay (see details in <a href="#">Week 2 on BB</a>);</td>
<td>- explain, illustrate and differentiate among personal, group and societal values;</td>
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<td>- discuss and illustrate within-nation cultural differences and culture-generated potential of conflict in real-life situation;</td>
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<td>- contrast and compare different societies in terms of within-nation potential of conflict;</td>
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<td><strong>Due:</strong> Mon, Aug. 27, end of day.</td>
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<td><strong>Post due</strong> Sun, Aug 26, end of day.</td>
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<td><strong>Reply due</strong> Mon, Aug 27, end of day.</td>
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<td><strong>4. Submit Discussion 2 assignment</strong> (see details in <a href="#">Week 2 on BB</a>).</td>
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<td>Week 3</td>
<td>Discussion topics</td>
<td>Required readings and videos</td>
<td>Assignments &amp; due dates</td>
<td>Outcomes</td>
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<td>How do nations differ or resemble in terms of cultural values?</td>
<td>Reading: Hofstede, Hofstede &amp; Minkov, <em>Cultures &amp; Organizations: Software of the Mind</em>, McGraw-Hill, 2010 (for specific chapters and page numbers see Week 3 on BB)</td>
<td>1. Complete readings;</td>
<td>Upon the successful conclusion of this week, students will be able to:</td>
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<td>What are national cultural dimensions?</td>
<td>Video 1: <em>Persepolis</em> (France, 2007)</td>
<td>2. Watch videos;</td>
<td>- name, define and illustrate Hofstede's five dimensions of national culture;</td>
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<td>Are similarities in cultural dimensions or values ground for conflict between nations?</td>
<td>Video 2: <em>Voices Against Violence</em> (South Korea, 2018)</td>
<td>3. Complete Wk3 essay (see details in Week 3 on BB);</td>
<td>- explain and illustrate the impact of specific national cultural values on the specificity of different cultures/ societies;</td>
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<td>Course week 3: Aug. 27 - Sep. 3</td>
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<td>4. Submit Discussion 3 assignment (see details in Week 3 on BB).</td>
<td>- explain, discuss and illustrate potential real-life conflict in society generated by similarities in cultural dimensions;</td>
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<td>Week 4</td>
<td>Discussion topics</td>
<td>Required readings and videos</td>
<td>Assignments &amp; due dates</td>
<td>Outcomes</td>
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<td>What is cultural change?</td>
<td>Reading: Inglehart, Ronald, Welzel, Christian: <em>Modernization, Cultural Change, and Democracy. The Human Development</em> Sequence, Cambridge University Press, 2007 (for specific chapters and page no. see Week 4 on BB); Video 1: <em>Aferim! (Romania, 2015)</em> Video 2: <em>Usturoi [Transylvanian Garlic] (Romania, 2013)</em></td>
<td>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).</td>
<td>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 &amp; Welzel’s two dimensions of cultural change (traditionalism - secular-rational values; survival - self-expression values).</td>
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<td>Course week 4:</td>
<td>Sep. 3 - 10</td>
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<td>What does cultural change come from?</td>
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<td>Due: Mon, Sep. 10, end of day.</td>
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<td>What ensures cultural stability and what prompts change?</td>
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<td>Post due Sun, Sep. 9, end of day</td>
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<td>Reply due Mon, Sep. 10, end of day</td>
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<tr>
<td>Week 5</td>
<td>Discussion topics</td>
<td>Required readings and videos</td>
<td>Assignments &amp; due dates</td>
<td>Outcomes</td>
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<tr>
<td>How do cultures change?</td>
<td>How much/ fast do cultures change?</td>
<td><strong>Readings:</strong> Inglehart &amp; Welzel, <em>Modernization, Cultural Change, and Democracy. The Human Development Sequence</em>, Cambridge University Press, 2007</td>
<td>1. Complete readings</td>
<td>Upon the successful conclusion of week 5, students will be able to:</td>
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<tr>
<td>Course week 5:</td>
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<td>Umberto Eco, <em>Apocalypse Postponed- Chapter 1</em>, Indiana University Press, 1994</td>
<td><strong>Due:</strong></td>
<td>- recognize, explain and illustrate change in cultural values;</td>
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<tr>
<td>Sep. 10-17</td>
<td>What are the drivers of cultural change processes?</td>
<td>(for specific chapters and page no. see <strong>Week 5 on Bb</strong>);</td>
<td>2. Watch videos</td>
<td>- discuss, explain and illustrate cultural change processes over time;</td>
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<td><strong>Video 1:</strong> Pride (UK, 2014)</td>
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<td>- explain and illustrate the historic evolution and possible future developments of the influence of cultural values change on societies;</td>
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<td><strong>Video 2:</strong> Fine Dead Girls (Croatia, 2002)</td>
<td>3. Complete Wk5 Essay (see details in <strong>Week 5 on BB</strong>);</td>
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<td>4. Submit Discussion 5 assignment (see details in <strong>Week 5 on BB</strong>).</td>
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<tr>
<td>Week 6</td>
<td>Discussion topics</td>
<td>Required readings and videos</td>
<td>Assignments &amp; due dates</td>
<td>Outcomes</td>
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<td></td>
<td>Where does societal change come from?</td>
<td>Reading: Inglehart &amp; Welzel, <em>Modernization, Cultural Change, and Democracy</em>, Cambridge University Press, 2007 (for specific chapters and page no. see Week 6 on Bb); Video 1: <em>Mrs. Ratcliffe’s revolution</em> (UK, 2007)</td>
<td>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).</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>How does cultural change impact/(re)shape societies?</td>
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<tr>
<td></td>
<td>How does society change impact cultural values?</td>
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<tr>
<td>Course week 6:</td>
<td>Sep. 17 - Sep. 24</td>
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<tr>
<td>Week 7</td>
<td>Discussion topics</td>
<td>Required readings and videos</td>
<td>Assignments &amp; due dates</td>
<td>Outcomes</td>
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<td></td>
<td>What drives change and how?</td>
<td>What is driving and what is blocking change?</td>
<td>1. Complete readings (optional); 2. Watch video; 3. Present final project (see details in Week 7 on Bb);</td>
<td>Upon the successful conclusion of week 7, students will be able to:</td>
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<tr>
<td></td>
<td>Course week 7: Sep. 24 - Oct. 2</td>
<td>Is cultural and/or societal change irreversible?</td>
<td></td>
<td>- recognize, explain and illustrate societal transformation based on cultural change;</td>
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<td></td>
<td>- identify trends in cultural change and discuss possible future developments of societies based on cultural dimensions (path dependency) and human development sequence theories.</td>
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</tbody>
</table>
## Reading requirements/guidelines


**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 desirable, 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). |


**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 programming. | 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)
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.

<table>
<thead>
<tr>
<th>More Equal than the Others (pp. 53-54)</th>
<th>I, We, and They (pp. 89-90)</th>
<th>He, She, and (S)he (pp.135-136)</th>
<th>What is Different is Dangerous (pp.187-188)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inequality in Society (p. 54)</td>
<td>The Individual and the Collective in Society (pp. 90-91)</td>
<td>Assertiveness vs. Modesty (pp. 136)</td>
<td>The Avoidance of Uncertainty (pp.188-190)</td>
</tr>
<tr>
<td>Power Distance Defined (pp. 60-62)</td>
<td>Individualism and Collectivism in the Family (pp. 106-112)</td>
<td>Gender and Gender Roles (pp. 137-138)</td>
<td>Uncertainty Avoidance is not the Same as Risk Avoidance (pp. 197-198)</td>
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<td></td>
<td>Masculinity &amp; Femininity in the Family (pp. 151-154)</td>
<td>Masculinity &amp; Femininity in Gender Roles &amp; Sex (pp. 154-158)</td>
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<td>Uncertainty Avoidance in the Family (pp. 200-202)</td>
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<tr>
<td>Power Distance at School (pp.69-71)</td>
<td>Individualism and Collectivism at School (pp. 117-119)</td>
<td>Masculinity and Femininity in Education (pp. 158-163)</td>
<td>Uncertainty Avoidance at School (pp. 205-206).</td>
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<td>Societal typologies in terms of Individualism/Collectivism (p.113)</td>
<td>Societal typologies in terms of Masculinity/Femininity (p. 155 and p.159)</td>
<td>Societal typologies in terms of Uncertainty Avoidance (p. 203)</td>
</tr>
</tbody>
</table>

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
Upon completing these readings students should be able to:

**Power Distance Index (PDI)**
- Explain and illustrate the origins and evolution of PDI differences among nations.

**Individualism/Collectivism (IND)**
- Explain and illustrate the origins and evolution of IND differences among nations.

**Masculinity/Femininity (MAS)**
- Explain and illustrate the origins and evolution of MAS differences among nations.

**Uncertainty avoidance (UAI)**
- Explain and illustrate the origins and evolution of UAI differences among nations.

6. **Modernity, 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.

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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 \( \frac{700}{7} = 100 \).

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

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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 known 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](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](https://www.chrome.com), [Internet Explorer](https://www.microsoft.com/en-us/edge), [Mozilla Firefox](https://www.mozilla.org/en-US/firefox), or [Safari](https://www.apple.com/safari/))
- [Adobe Acrobat Reader](https://get.adobe.com/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
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) 

2. 
Author: Geert Hofstede 
Title: Cultures’ consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, Second edition 

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
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CULTURE'S CONSEQUENCES
SECOND EDITION

Comparing Values, Behaviors, Institutions, and Organizations Across Nations

Geert Hofstede

Sage Publications
International Educational and Professional Publisher
Thousand Oaks • London • New Delhi
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Cultures and Organizations

SOFTWARE OF THE MIND

Intercultural Cooperation and Its Importance for Survival

Geert Hofstede
Gert Jan Hofstede
Michael Minkov
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