



# **Cross-cultural Psychology**

## **PSYC 400 S/T**

### **(3 credits, 42 contact hours)**

**Faculty: M. Psy Stefania Villani**

#### **Textbooks:**

- ✓ *The mindful brain, reflection and attunement in the cultivation of well-being*, Dieniel J. Siegel
  
- ✓ *Communication Between Cultures* Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. Boston: Wadsworth.
  
- ✓ *Messages: The Communication Skills Book* by Matthew McKay; Martha Davis; Patrick Fanning

Note: The syllabus is subject to revision, provided that written or verbal notice is given in class. You are responsible for knowing about any changes by checking your email regularly.

#### **Course objectives:**

This course will examine how people meet each other and how they communicate; how they interact and create connections; how these encounters can be a source of creative change. The focus will be on the impact of experiencing different cultures and becoming aware of one's own fears, which can be an obstacle in creating relationships, forcing oneself back to his/her own comfort zone. Specifically, the goals of this course are: 1) to increase awareness of common and important patterned social and cultural differences, 2) to provide a space for students to reflect on their own personal experience with cultural difference, and 3) to encourage students to engage with different cultures in a hands-on way and to meaningfully and mindfully experience cross-cultural communication.

#### **Course procedures:**

- Students will read all required materials.
  
- **Midterm Test:** There will be a midterm test on the topics from the textbook or reading assignments. The quizzes will have 30 multiple choice or true/false questions + 2 open-ended questions and will be worth **25%** of the final grade.

GRADING: . For open-ended question the maximum number of points is 3. Each correct answer (open ended) is worth 5 point

Note: Reading assignments may be modified during the course, due to the specific didactic needs of the class

- **Group Presentations:** In small groups, students will be assigned to prepare **two** creative and interactive group presentations that should last no more than 30 minutes. The presentations will be on one of the week's topics and each member of the group must participate in some capacity during the presentation with interesting examples/case studies and leading debates and discussions. The week before the presentations, the instructor will meet with the group after class to briefly talk through the lecture and readings. She invites students to be very creative with these presentations, possibly playing games and creating fun activities. The groups will be created during week 4

GRADING: This is worth **30%** of the final grade (15% for each presentation)

NOTE: Attention will be given to creativity, team building and cooperation, ability to create interactive discussions, and reaction to the content of the work.

The final grade will be the average of two grades (instructor and peers). The group grade of these presentations will be based on: 1) preparation and presentation, 2) creativity and interaction, and 3) content and meaningful insight.

- Preparation and presentation:	max.	5
		pts
- Creativity and interaction:		5
- Ability to time the session appropriately:		5
- Teamwork, cooperation, communication and flexibility		5
- Content and meaningful insight.		5

- **Final Exam:** There will be a final test on the topics from the textbook or reading assignments. The quizzes will have 30 multiple choice or true/false questions + 2 open-ended questions and will be worth **25%** of the final grade.

GRADING: . For open-ended question the maximum number of points is 3. Each correct answer (open ended) is worth 5 point

- **Attendance** in class will be counted, as well as the capacity of being responsive to the issues of the day (participation).

GRADING: Attendance of all lessons and responsiveness to interactive discussions will be worth **20%** of the final grade.

### Optional/elective

- **Oral exam** The examiner poses questions to the student in spoken form. The student has to answer the questions in such a way as to demonstrate sufficient knowledge of the subject to pass the exam.
- The oral exam is not mandatory and does not replace the written exam. It can be requested at the end of the midterm test or final test as a supplement in order to raise the grade
- It consists of three/four open questions on the topics covered during the course, in

particular the questions will test the knowledge of the topics failed in the previous tests.

GRADING: Each correct answer is worth 1 point. The maximum number of points is 4.

### Grading Scale

A	95%-100
A-	90%-94%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%
F	below 60

### Course Topics

WEEK	TOPIC	ACTIVITIES	READINGS
1	Introduction to Cross Cultural Psychology	The riddle: match the name of the school with each description, thoughts and founders.	Cross Cultural Psychology(Berry, Poortinga, Segall, & Dasen, 2002) Chronological benchmarks in cross cultural psychology (article)
2	Definition of ICC: A Requirement for the Interdependent Global Society;Developing Intercultural Awareness	Man/Mouse: Consciousness about our different ways of perceiving the world and reality	Communication Between Cultures Larry A. Samovar. 9th ed (Chapter 1) Stumbling blocks in intercultural communications. Laray M.Barna (article)
3	Communication and Culture: Verbal and non verbal communications	Communication Types: reflect on some of the typical communication styles in their own and other cultures.	Communication Between Cultures Larry A. Samovar 9th ed (Chapter 8 and 9)
4	Active Listening: real vs pseudo listening, blocks to listening, effective listening	Following directions:highlight just how easily it is to misunderstand Interactive listening tips: quick and easy-to-remember list of suggestions to help participants become better listeners.	Messages: The Communication Skills Book, Matthew McKay. 3rd ed (Chapter 1)
5	Cultural Values: Road Maps for Behavior. Understanding and applying Cultural Patterns	Hofstede's dimensions: To enable learners to practice usingHofstede's six-dimension model	Communication Between Cultures Larry A. Samovar 9th (Chapter 6) Dimensionalizing Cultures: The Hofstede Model in Context. Geert Hofstede (Article)
6	Workshop "Cultural gender stereotypes; thinking outside box"	The Hot Chair" :Defining gender stereotypes, value and respect cultural differences and diversities, develop tolerance	The U.S. women, peace, and security index 2020 Gender equality index 2024. European Institute for Gender Equality
7	Presentations and Midterm test		
8	Workshop "Woman who changed the world" The crucial role of some	Postcard of inspiring woman: awareness on sexism, racism,	

	of the most inspiring women played in shaping our culture and history	ageism, homophobia, patriarchy and cultural expectations around womanhood.	
9	Culture and Emotions: Defining emotions, theories of emotions. Universality in emotions. Cultural differences and similarity in emotions	The facial feedback hypothesis: Are emotions really related to the faces we make? The activity introduces and replicates the James–Lange theory of emotion.	Theories of emotion causation: A review. Agnes Moors. (article)
10	Emotional communication: social functions of emotions, facial expression, cultural influences, display rules	Paul Ekman: Facial expression quiz Cross-cultural consistency of facial expressions of six basic emotions	Mapping Expressive Differences Around the World: The Relationship Between Emotional Display Rules and Individualism Vs Collectivism. David Matsumoto (article) The Cultural Psychology of Emotions. Batja Mesquita (article)
11	The Neuroscience of Emotion: Brain mechanisms of emotional recognition and experience, Neuroendocrine arousal mechanisms		The mindful brain: Reflection and attunement in the cultivation of well-being. Daniel J. Siegel (Chapter 2)  Cultural differences in emotion: differences in emotional arousal level between the East and the West. Nangyeon Lim (article)
12	Development of emotional competence: emotional awareness, acquisition of display rules, emotion regulation. Empathy	Short video: The hand brain model The wheel of awareness	The mindful brain: Reflection and attunement in the cultivation of well-being. Daniel J. Siegel (Chapter 6 and 8)
13	Workshop: Less stress, more success ; The benefit of mindfulness for intercultural learning.	Less stress more success Experiencing the meditation breathing	<a href="https://ia804506.us.archive.org/view_archive.php?archive=/18/items/buddhism-plus/BUDDHISM%20PLUS.zip&amp;file=BUDDHISM%20PLUS%20FJON%20KABAT%20ZINN%20OK%20Full%20Catastrophe%20Living%20-%20Revised%20Edition%20by%20Kabat-Zinn%2C%20Jon%20%28z-lib.org%29.pdf">https://ia804506.us.archive.org/view_archive.php?archive=/18/items/buddhism-plus/BUDDHISM%20PLUS.zip&amp;file=BUDDHISM%20PLUS%20FJON%20KABAT%20ZINN%20OK%20Full%20Catastrophe%20Living%20-%20Revised%20Edition%20by%20Kabat-Zinn%2C%20Jon%20%28z-lib.org%29.pdf</a>
14	Presentations and Final test		