

-----DRAFT: PRELIMINARY VERSION TO BE FINALIZED BY FIRST CLASS SESSION-----

Dates tentative; will be finalized in consultation with students.

Psychology 330, Cross-Cultural Psychology: At home and abroad in Italy and Greece (course with integrated bicycle tour)

Saint Cloud State University, summer 2018

"The world in which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit." --Wade Davis

"I have gotten used to things being so different that going home things will seem strange." – Nora Hansen, 2008 tour student.

"In college you are given the privilege of learning two incredibly important tasks: to work and to think. You should not avoid these tasks or shrink from training for them." --Ben Stein

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### **Course description**

Culture—the "nurture" part of the old "nature versus nurture" debate—has numerous influences on human *affect, cognition, communications, and individual and social behavior*. This course will provide a survey of these influences within and between cultures. It will also explore cross-cultural and multicultural issues involving human understanding of individuals from different cultures, both between and within societies. This course is appropriate for students in just about any major and for anybody who may ever work with persons from other cultures.

The study-abroad tour version of this course will expose students to the study of cross cultural psychology through the examination of culture and behavior in three countries, the U.S., Italy, and Greece. We will learn a little about the cultures and customs of Italy and Greece, and through travel, make principled observations about the influence of these cultures on their citizens' behaviors, communication, attitudes, and values. In addition, you will get to see the roots of Western civilization in the form of the historical ruins and artifacts of the ancient Greek and the Roman empires. We will learn about methodological issues in cross-cultural research. You will conduct a cross-cultural interview. We will examine traditional topics in psychology (e.g., cognition, perception, abnormal, etc.) from a cross-cultural perspective.

The course will be taught seminar-style, with some lecture, but plenty of student involvement in discussions, a journal, videos, in- and out-of-class activities, and readings. You will also write a travel journal, and a book report. *All students must contribute to class discussions.*

### **Student Learning Outcomes for this course**

#### **Outcomes related to the "Our Husky Compact" (OHC)**

SCSU has adopted a set of institutional teaching/learning outcomes called "Our Husky Compact". (see <http://www.stcloudstate.edu/ourhuskycompact/>). It has six elements three of which are most relevant to this course, as detailed below.

OHC goal	How goal is met in this course
<i>When students graduate with an SCSU education, they will:</i>	
<i>Think Creatively and Critically</i>	"Doing" cross-cultural psychology is difficult because it requires one to break out of the deeply rooted and "obvious" assumptions and perspectives of one's primary culture(s). You will engage in critical (and hopefully creative) thinking and reflection in the process of trying to understand how culture shapes so much of what humans think and do.
<i>Communicate Effectively</i>	You will communicate to your professors and classmates through: An oral presentation

	(country/culture briefing) prior to the tour and through a written book report and travel journal detailing your cultural observations and relating them to the course content.
<i>Seek and Apply Knowledge</i>	You will learn about how cross cultural psychology research is conducted and some of the major discoveries of the discipline. You will apply one or two theoretical frameworks to your book report and journal
<i>Act with Integrity and Responsibility:</i>	Travelers are always guests and, as such, must behave respectfully toward citizens of other countries--and likewise promote others' respect for our culture and country. (When you travel, remember that a foreign country is not designed to make you comfortable. It is designed to make its own people comfortable.) --Clifton Fadiman, American author, TV personality
<i>Engage as a Member of a Diverse and Multi-Cultural World</i>	This is the most important goal of this experience. To You will engage fully with the course material and most importantly--will use your new knowledge and understanding to travel with open eyes, open mind, and open heart. You will strive to use all means at your disposal to enter into communication with people in Italy and Greece (and not necessarily just Italians and Greeks). You will learn and use basic Italian and Greek phrases to initiate contact. You will conduct a cross-cultural interview. "Wherever you go, go with all your heart." --Confucius

In addition to the Husky Compact and the PSY 330 content-specific goals, this course is designed to meet the following Psychology Department student learning goals (see <http://www.stcloudstate.edu/psychology/outcomes.asp>) listed below (with a strong emphasis, of course, on Goal 8.

### **Goal 1. Theory and Content of Psychology**

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Students will be able to:

*1.4 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:*

a. theory and research representing each of the following four general domains:

(1) learning and cognition

(2) individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions

**Goal 3. Critical Thinking Skills in Psychology. Don't believe everything you think. --Thomas Kida, professor/author; It ain't what you don't know that gets you into trouble. It's what you know for sure that just ain't so. --Mark Twain)**

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. Students will be able to:

*3.1 Use critical thinking effectively.*

- a. Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
- b. Identify and evaluate the source, context, and credibility of information
- c. Recognize and defend against common fallacies in thinking
- d. Avoid being swayed by appeals to emotion or authority
- e. Evaluate popular media reports of psychological research
- f. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement
- g. Make linkages or connections between diverse facts, theories, and observations

### **Goal 5. Values in Psychology**

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values as a science. Students will be able to:

5.2 Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.

*5.5 Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.*

**Goal 8. Sociocultural and International Awareness. (The real voyage of discovery consists not in seeking new landscapes, but in having new eyes. --Marcel Proust, Irish writer)**

Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Students will be able to:

*8.1 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.*

*8.2 Examine the sociocultural and international contexts that influence individual differences.*

*8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.*

*8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and others.*

**Goal 9. Personal Development ("To travel is to take a journey into yourself." --Danny Kaye, American entertainer/comedian; "All journeys have secret destinations of which the traveler is unaware." --Martin Buber, Jewish philosopher. And b/c we are traveling in a group... One travels more usefully when alone, because he reflects more. --Thomas Jefferson)**

Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement. Students will be able to:

*9.1 Reflect on their experiences and find meaning in them.*

a. Identify their personal and professional values

b. Demonstrate insightful awareness of their feelings, emotions, motives, and attitudes based on psychological principles

*9.4 Display high standards of personal integrity with others (particularly important, given that we will be traveling in a group for two weeks).*

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### **Course-specific learning outcomes**

As a result of taking this course, you should be able to:

- Outline the major issues, theories, and research findings related to how culture influences group and individual psychology;
- Describe the major research methods in the field;
- Relate aspects of the topic to aspects of your personal experience in a multicultural society;
- Relate aspects of the topic to your experience as a tourist (for study-abroad versions of the class);
- Relate elements of the course to your understanding of a work of fiction from either Italy or Greece;
- Learn about the limitations of the psychological study of culture.

### **Required text**

Matsumoto, D. and Juang, L. (2013). *Culture and psychology*, 5<sup>th</sup> ed. Wadsworth.

ISBN: 9781111344931

Check out various options for purchase, rent, or e-book. Prices range from \$61-103.

<http://www.cengagebrain.com/shop/isbn/9781111344931><http://www.cengagebrain.com/shop/isbn/9781111344931>

DO NOT get the 4<sup>th</sup> edition, as the 5<sup>th</sup> is substantially updated.

### **ASSIGNMENTS AND GRADING**

Grades will be based on the following assignments (the percentage indicates the contribution to the overall grade):

**Chapter quizzes (20%).** There will be a five (5) multiple choice and short answer quizzes on selected textbook chapters. You will take them online on D2L..

**Country briefing (15%).** Prepare a 10-minute “briefing” for the class on an element of Italian or Greek culture or geography. I will randomly assign a specific topic to each student. You will present to the class during the last session before departure.

**Demonstrate proficiency with speaking basic phrases in Italian and Greek (10%).** Learn everyday phrases and greetings and demonstrate proficiency by reciting them in class before departure. I will provide a list of basic phrases. You need to learn 20 for each language (but can learn more). The test will be to recite in class! If you are a little more ambitious, learn some more Italian at <http://duolingo.com> (free and fun!).

**Online discussions (10%):** I will post question or topics related to six (6) different chapters in the book. Each of you must post an original comment and respond at least once to a classmates’ post on four (4) of the six topics.

**Cross-cultural psych travel journal (15%).** Keep a journal of your observations and thoughts during the trip. The parts that I would most like to have are the connections you made about about cross-cultural issues and implications, beginning before you leave and especially, during the tour. Each day, in addition to your personal observations, make a connection to a concept from the course. Be sure to underline or put a heading on the topic where you include it in your journal (to make it easier for me to track).

Be specific in your observations! Note what you observed, how it relates to the topic, and ... be a bit critical of your observations. In what ways might your observation be incorrect or a misinterpretation? Below is a table of possible linkages:

**Hofstede's cultural dimensions** (<http://geert-hofstede.com/> (click on National Cultures, then Countries).

Individualism/collectivism: What can you observe with respect to the relative roles of individuals versus groups. Is it a highly individualistic society or less so?

Masculinity/femininity: can you tell anything related to the degree of “masculine drive” versus “feminine nurture”?

Power distance: Were you able to observe anything about the degree of hierarchy in the society. Do people seem to be part of a clearly specified hierarchical order or is their freedom to violate hierarchy and status?

Uncertainty avoidance: did you make any observations that suggest whether individuals in the culture prefer a high degree of certainty or whether they are more willing to live with relative chaos/uncertainty?

Time orientation: What kind of time orientation(s) have you observed in Italy/Greece. Does it differ from rural to urban areas?

Indulgence versus restraint: Indulgence stands for a society that allows relatively free gratification of basic and natural human drives related to enjoying life and having fun. Restraint stands for a society that suppresses gratification of needs and regulates it by means of strict social norms.

**Other topics (you may add your own)**

Gender relations: What do you surmise about male-male, male-female, and

Maintain your journal each day! It is better to have fresh impressions than doing it retrospectively from memory. (Your journal will also make an invaluable tour memento!) **(Turn in typed version to the D2L dropbox by July 30.)**

**Map quiz (5%)**. Be able to identify the Italy, Greece, and Turkey and bordering countries; be able to identify the locations of the key points cities we will visit from a provided list.



**Cross-cultural interview (10%):** Using a format provided by the instructor, conduct a structured interview with an individual (at least 18 years old) who considers him or herself to be (at least predominantly) a member of a culture *other than your own*. They may be foreign-born or a US native whose parents were immigrants (unless Native American). Based on the interview, write a 1,000 word report about your informant. You should also look up Hofstede's dimensions for the country (if available). Use the data to guide your interpretation of cultural aspects of your informant (and later, do this also for the novel) and refer to them as appropriate during your report. Here is the link: <http://geert-hofstede.com/> (click on National Cultures, then Countries). If not available, or not appropriate, just a note so in your report. **(Turn in to D2L dropbox by May 20.)**

**Cross-cultural analysis of an Italian or Greek novel, travel narrative, or autobiography (10%).** See the list of potential books in D2L. You are NOT limited to these books, most of which previous students have read, but it should have been written since 1900 and should have a focus on everyday life. In particular, be alert to aspects of the book that link with themes and concepts from the course. For instance, you might compare and contrast a character's experiences in an Italian or Greek school with what you learned from the chapter on cognition. When appropriate, to compare/contrast/explain the actions, thoughts, and motivations character(s) in terms of the cultural framework. Your report should have at *least 1,000 words* in the main body, plus a title page. *It must include two relevant references from the textbook and at least one tour-related observation or insight.*

Your report should focus on the cultural issues presented in the book that illustrate how Italian or Greek culture influenced a character or person's behavior. Some books may focus on beliefs, practices, and experiences within one culture, whereas others may focus on conflicts and issues that arise when people cross cultures. **Do not** simply retell the story. I'm most interested in how you can apply the concepts of this course to the story you read. Some questions to keep in mind that you may address in your paper are:

- What belief and value systems underlie the behaviors described in this book? How do cultural beliefs and values influence the events of the book?
- What beliefs or practices in this book that are new or foreign to you?
- Are there conflicts between different cultural systems or beliefs represented in this book? If so, what are they? Why do they occur?
- How did your own cultural background influence your understanding of the book?
- Are there particular incidents in the book that are especially representative of cultural conflicts, or of the cultural beliefs, cross-cultural psychology concepts, etc.? If so, you might want to focus your report on examples of these incidents.

What questions does this book raise about our contemporary understanding of psychology and human nature?

Do the same thing with Hofstede's dimensions as for the book report.

**(Submit to the D2L dropbox by July 30, 2018.)**

**Class participation (5%).** I will ask you to do a self-assessment of your contributions to class discussions, both before and during the tour. Participation includes asking questions, making comments, stating ideas, offering examples, etc. the grade you give yourself will be the grade you get, unless I really disagree with it – in which case I will override it (either up or down).

## Course Schedule

### Summer 2018 Course and Bicycling Tour

#### A. Pre-departure sessions:

We will meet four (4) times before departure (two class sessions; two riding instruction and practice sessions).

#### Schedule

Dates	Textbook readings and assignments
<b>Sat., April 21, 2018</b>  <b>9 am-4 pm</b>  <b>Contact hours=6</b>	<u>Class session #1.</u> Introductions.  Lecture and discussions and activities covering Matsumoto and Juang, chapters 1-3.  * Choose country-specific novel or other work. See suggestions in D2L. If you wish to read something else, consult with Dr. Melcher.  * Get cross-cultural interview form, conduct interview, and submit report to Dropbox BEFORE leaving on the tour.  <b>Take quizzes on Chapters 1, 2, and 3 (deadlines TBA)</b>
<b>Between now and May 19</b>  <b>Contact hours=12</b>	Watch online videos and lectures, read assigned chapters and take quizzes in D2L.  <b>Chapters 4, 5, 6, 7, 8, 10.</b>
<b>Sat or Sun April 28 or 29 9a-2pm</b>  <b>Contact hours=5</b>	First hour of bicycle riding instruction; 5-8 mile practice ride beginning at SCSU. Make sure your bicycle is in good riding shape. A thorough inspection by the co-leaders will take place and recommendations will be made if appropriate. Until the next ride, be sure to engage in recommended physical fitness/riding exercise to be in shape for the next group ride (and tour!).
<b>Sat or Sun May 19 or 20 9am-5 pm</b>	<u>Class session #2</u>  Present country briefings (oral reports with visual aids).. <b>Submit cross-cultural interview report to D2L dropbox BEFORE departure.</b>

Contact hours=8	Second hour of riding instruction followed by 20-25 mile group ride (bags loaded with gear to simulate trip riding). 4 hours
Sat., May 27	Meet at MSP with bikes packaged as per instructions
Wed., May 14	Depart Minneapolis for Rome!
	Travel days
Tour day 1	Day 1: Overnight Flight to Rome
Day 2	<b>Arrive in Rome:</b> Assemble bikes at airport and ride to hotel into the city. Cycle from hotel to the Pantheon and Trevi Fountain. Troubleshoot bikes as necessary.
Day 3	<b>Rome, continued:</b> Guided tour of the Vatican Museum/Sistine Chapel, and St. Peter's Basilica;
Day 4 Contact hours=1	<b>Rome, cont'd:</b> Guided tour of Colosseum and Roman Forum. Dinner in Trastevere. Class discussion after dinner.
Day 5	Depart Rome. Arrive Aprilia (town) (35 miles)
Day 6	Cycle to Sabaudia (near beach; national park (40 miles)
Day 7	Cycle to Gaeta (40 miles)
Day 8	Cycle to Casal di Principe (outskirts of Napoli) (45 miles)
Day 9	Cycle to Naples. Visit National Museum (optional ride up Mt. Vesuvius, with short hike to the caldera rim). Pizza dinner at Da Michele, reputedly the best pizza in the birthplace of pizza.
Day 10 Contact hours=1	Ride to Pompeii, tour ruins, ride to mile marker 210 (50 miles)  Class discussion after dinner
Day 11	Ride to Sorrento
Day 12	Ride to Sant'Andrea di Conza (mile 355, 50 miles)
Day 13	Ride to Bari. 55 miles. Catch ferry to Greece.

Contact hours=1	Class discussion after dinner.
Day 14	Arrive Patras, Greece. <b>Ride to Kyllini.</b> (50 miles)
Day 15	Take ferry to Zakynthos, ride the island. (25 miles)
Day 16	Take ferry back to Kyllini. <b>Ride to Kourouta</b>
Contact hours=1	Class discussion after dinner.
Day 17	<b>Ride to ancient Olympia, tour ruins.</b> (27 miles)
Day 18	<b>Ride to Lagkadia</b> (40 miles (all uphill!))
Day 19	<b>Ride to Argos or Nafplio</b> (63 or 77 miles, mostly downhill)
Day 20	<b>Ride to Epidavros, tour site, ride to Nea Epidavros</b> (44 miles)
Day 21	<b>Ride to Akrokorinthos, climb to site, ride to Korinthos</b> (45 miles)
Day 22	<b>Ride to Athens</b> (55 miles)
Day 23	Tour Acropolis and ancient agora. Explore downtown Athens.
Contact hours=1	Class discussion after dinner.
Day 24	More explorations in Athens. Tour Museum of the Acropolis; ride or hike to the top of Mt. Lykavitos and enjoy the incredible view of the city. Dinner in Nea Filadelfia.
Day 25	More exploration of Athens. National Museum; ride down the coast. Free time.
Day 26	Depart for Minneapolis.
Sometime in Aug/Sept	Meet at Dr. Melcher's home for final class meeting, debriefing, dinner.
Contact hours=2	

Total class contact hours=38

## Grading

Letter grades will be assigned according to the official SCSU percentage scale, as follows.

100 - 98.0% = A+	90.9 - 88% = B+	80.9 - 78% = C+	69.9 - 65% = D+
97.9 - 95% = A	87.9 - 85% = B	77.9 - 74% = C	64.9 - 60% = D
94.9 - 91% = A-	84.9 - 81% = B-	73.9 - 70% = C-	59.9 - 55% = D-
			< 55% = F

**Syllabus changes:** I reserve the right to make reasonable adjustments to the syllabus as may be necessary or desirable to accommodate class needs, tour scheduling, etc.