



ESC PS 8087: Cross Cultural Psychology Fall 2011

Instructor:

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Instructor and Supervisor:

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Time: 10am-12:30pm, Friday

Location: 220 Townsend Hall

Office Hour: By appointment

Course Description

This seminar course is designed to: (a) help students acquire theoretical and empirical literature about the role of culture in human behavior through reading psychological literature from various resources, (b) assist students gain knowledge about cross-cultural transitions, as well as attend to and reflect on their encounters in a cultural context that is different from their native culture, and (c) facilitate students' integration of personal experiences and knowledge of psychological literature into practical implication of working with diverse individuals and in different helping roles.

Course Objectives

- To enhance students' learning of the literature related to the role of culture in psychology, cultural transitions, and cross-cultural counseling;
- To help students develop the knowledge, skills, and abilities to become cross-culturally competent helping professionals;
- To facilitate students' integration of their cross-cultural learning into their identity and career development;
- To help students dissect culturally-embedded messages and practices from different cultural contexts, and to discern the nuances in cross-cultural interactions;
- To promote students' awareness of their cross-cultural reactions and subsequent coping strategies;
- To assist students with examining their own cultural context and its impact on cultural transitions;
- To expose students to diverse cultural perspectives and values.

Class Format

There are primarily three kinds of activities in which each student will participate: (a) class meetings, (b) cultural immersion activities, and (c) individual meetings. Each student will schedule an individual meeting with the graduate instructor at the beginning and the end of the semester.

- In class meetings, we will:
 - Discuss the topics assigned for the meeting date, integrate into the psychological literature
 - Examine, discuss and learn about psychological dynamics related to new experiences, challenges, obstacles, and discoveries
- In individual meetings, we will:
 - Develop students' Individual Cross-Cultural Educational Plan
 - Discuss and examine cultural and psychological discoveries, challenges, obstacles, and coping
 - Review your individual educational goals and learning outcomes

Course Requirements

- Active Class Participation and Attendance
 - You are required to attend and actively participate in every class meeting, as well as participate in a series of cultural immersion activities. If you cannot come to any meetings or activities due to emergency reasons, please email or call the graduate instructor beforehand. If you miss a cultural immersion activity, you will need to reschedule and participate in another cultural immersion activity on the same topic.
- Blog
 - The blog site *Journey of Crossing Borders* was created as a forum to share students' cross-cultural transitional experiences and to receive support in navigating a different cultural context and educational system.
 - Each week, students will post at least **one blog** describing a significant experience they have during the week, their reactions to the experience, what they do to cope, personal reflections, or observation about their cultural transition encounters **by 12am, Fridays.**
 - Students will **read and respond** to each other's post on a timely manner so that both discussion and support is given and received throughout the week. Students are encouraged but not mandated to post information related campus and community activities or their personal plans on the blog site.
 - Each student's posts are treated with respect and shall not be shared with anyone else outside of the CCP class even after the course ended. Students could save their posts by the end of the semester as a way to remember and honor their journey. However, students shall not keep other students' posts unless they gain permission from the authors.
 - Grading criteria: 1 point will be deducted for missing a week's blog.
- Reflection Paper
 - You will write 6 reflection papers to reflect your learning from class meetings and cross-cultural immersion experiences. You can write reflections on the

assigned and additional reading materials, and your own personal reactions and responses experienced in relation to dialogues, exchanges, and outside-of-class immersion experiences.

- In your reflection entries, it is important that you carefully and succinctly describe and analyze your *process experience*. Journals should cover at least four primary experiential dimensions: (1) Affective: Your feelings or emotions; (2) Cognitive: Your active thoughts; (3) Behavioral: Verbal and nonverbal acts that are actually experienced and not experienced; (4) the Cultural Context, and how that affect your experiences.
 - Reflection papers will be 5 points each. They will be approximately one single-spaced typed page. Please send your reflection papers to rz8p2@mail.missouri.edu on the assignment due date marked on the syllabus.
- Individual Cross-Cultural Educational Portfolio
 - At the beginning of the semester, you will identify the individual goals you want to achieve by the end of the semester; design appropriate plans; and implement your plans throughout the semester. You can select any topics of interests that relate to your cross-cultural experiences.
 - Make sure you record every step you take to achieve your goals in your portfolio, including literature you read, information of agencies you visit, papers you write, and/or any interventions you perform.
 - Cross-Cultural Immersion Narrative Paper
 - The purpose of this paper is to explore and gain a better understanding of you as a cultural being in the cross-cultural transition. You are to address the following dimensions:
 - (1) Your identities within your home culture (e.g., cultural values, norms, etc., social class, gender, religion/spirituality, race/ethnicity, physical and mental ability, nationality) prior to the beginning of this semester and any changes of them at the end of the semester.
 - (2) Cross-cultural challenges you encountered and coping strategies/skills you used in response to the problems, and how those coping strategies affected your cultural transition.
 - (3) Your conceptualization of your cross-cultural transition and how you would like to do it differently if you could re-do this process again.
 - The paper should be a *minimum* of **8** double-spaced typed pages. It is due **December 9**.

Course Evaluation

A final grade will be determined based on evaluations of all work indicated below. Assignments are due on the dates noted. No late papers or assignments will be accepted, unless certain accommodations are established by student and instructor prior to the assigned date.

There will be a total of 100 points assigned to different aspects of this course. They are divided in this manner:

<u>Assignment</u>	<u>Points</u>	<u>Grades by Percentage:</u>
Attendance & Active Class Participation	20 pts	90-100 pts = A
Blog	10 pts	80-89 pts = B
Reflection Paper (6 papers*5 points)	30 pts	70-79 pts = C
Portfolio	15 pts	60-69 pts = D
Cross-Cultural Immersion Narrative Paper	25 pts	below 60 = F
TOTAL	100 pts	

Academic Integrity

We will discuss many ideas in class, and you are encouraged to work together and help your peers in class assignments. However, whatever you write must be your own writing. Whenever you use other people's writing, ideas, or work, it is important that you give them credit appropriately. A common guideline is whenever you use more than two or three words from another person, cite it or utilize a direct quote.

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Disabilities

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office.

To request academic accommodations (for example, a notetaker or extended time on exams), students must also register with the [Office of Disability Services](http://disabilityservices.missouri.edu), (http://disabilityservices.missouri.edu), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director or the Director of the [Office of Students Rights and Responsibilities](http://osrr.missouri.edu/) (http://osrr.missouri.edu/). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.