

**ESC PS 8087: Cross Cultural Psychology
Spring 2012**

Instructor and Supervisor:

Punky P. Heppner, Ph.D.
16 Hill Hall
HeppnerP@missouri.edu

Instructor:

Ran Zhao, M.Ed.
226 Noyes Hall
rz8p2@mail.missouri.edu

Time: 10am-12:30pm, Friday

Location: 223 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.

The course emphasizes the students' understanding and integration of theory and research findings about the relationships between culture and psychology, development of skills to apply the knowledge about the impact of culture on psychology to themselves and helping others, and continuous reflection and documentation on their multi-dimensional cross-cultural experiences.

Course Objectives

- To enhance students' learning of the literature related to the role of culture in psychology, cultural transitions, and cross-cultural relationships
- To help students develop the knowledge, skills, and abilities to increase cross-culturally competencies
- 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

Course Requirements

- Active Class Participation and Attendance (20 points)
 - 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
- You are required to attend and actively participate in every class meeting. If you cannot come to any meetings due to emergency reasons, please email or call the graduate instructor beforehand.
- Reflection Paper (30 points)
 - Reflection paper assignment is designed to help students deepen their understanding about the course readings and to stimulate additional thinking about the information on various topics related to the role of culture in psychology. It is also designed to help students find their professional voice by critically examining the articles. Additionally, reflection papers help facilitate classroom discussion and students’ learning from each other. When preparing for writing a reflection paper, students are encouraged to read the articles with the following questions in mind: What is the authors’ cultural and training background? What is the main thesis or conclusion of the articles? What reflections or feelings did you have while reading the articles or after class discussion? How do the authors’ points of view fit with your experiences or knowledge? What counter-arguments do you have? What do you wish the author would have addressed but did not?
 - In sum, the reflection paper aims to: (a) help students develop critical thinking skills on examining literature and on the role of culture, and (b) facilitate students’ development of their voices and theory about impact of culture.
 - Do not summarize the article. A reflection paper is supposed to be your reflection to the article. As a professional, it is important that you “find your voice”, so the reflection papers are an opportunity to find and exercise your voice.
 - Reflection papers will be 5 points each. The grading will be based on the rubric listed below. They will be approximately **one single-spaced typed page**, font **Times New Roman**, size **12**, with **1** inch on each side of margins.
 - Please send your reflection papers to rz8p2@mail.missouri.edu no later than **10 am on assigned Fridays**. You can choose to reflect on any of the previous two weeks’ reading and class discussion.

A (5 POINTS)	B (4-3 POINTS)	C (2-1 POINTS)	D (0 POINT)
Contain thoughtful responses that go beyond the article including at least three of the following: (a) thoughts and feelings about the article or class discussion, (b) new ideas, (c) counter-argument to aspects the article, or (d)	Contain thoughtful responses that go beyond the article including only two of the following: (a) thoughts and feelings about the article or class discussion, (b) new ideas, (c) counter-argument to aspects the article, or (d)	Contain thoughtful responses that go beyond the article including only one of the following: (a) thoughts and feelings about the article or class discussion, (b) new ideas, (c) counter-argument to	NOT TURN IN THE PAPER

integrate other readings into the reflection.	integrate other readings into the reflection.	aspects the article, or (d) integrate other readings into the reflection.	
Point out: a) the limitation of the article and specific aspects that the author could address AND b) the specific strengths of the article	Point out: a) the limitation of the article and specific aspects that the author could address OR b) the specific strengths of the article	Discuss the article's limitation and/or strengths globally without specificity	
Well written and organized; no or very few grammatical or spelling errors	Clearly written and organized, with few grammatical or spelling errors	Readable, but grammatical or spelling errors or organizational problems detract from the quality of the paper	

- Take-Away Reactions (20 points)
 - Take-Away Reactions are meant to reflect what you see as the most important new things that you learned from the article; this could be new insights that you learn about culture, crossing cultural borders, yourself, or really anything else related to the focus of the class. Often the Take-Away Reactions are new cognitive insights, ah-ha experiences as students put information together in new ways, sometimes involve affective reactions, or something that is very important to you and you will remember for a long time about the content of this class or your cultural journey. These reactions should also inform us why you think your Take-Away is important to you.
 - Your Take-Away reactions for each meeting should consist of three different take-away messages, and one question that you would like addressed in the upcoming class.
 - Take-Away Reactions should not be a summary of the main points of the reading, or just put the headings of the reading.
 - You are asked to complete your required readings one day before the class and send them to rz8p2@mail.missouri.edu **no later than 10am on each Thursday**.
 - Take away messages will be up to 2 points each, depending on the depth of thinking reflected in your Take-Away responses.

- Final Project (30 points)
 - The goals of the final projects are to integrate their knowledge about how culture influences/interacts with human behavior, as well as their knowledge about what happens when people cross cultural boundaries (i.e., cultural transitions). The project is meant to: (a) help students synthesize their learning about cross-cultural psychology ; and (b) facilitate students' application of their knowledge to their cross-cultural psychology in their professional work and personal cultural journey. You have the following 2

options to demonstrate your cultural knowledge, awareness, and skills:

- Cross-Cultural Training Project (Option 1)
 - Students are expected to incorporate the articles from the class readings and outside resources to develop a project to educate people about cross-cultural issues. The project format can be series of focus groups, outreach workshops/presentations, etc., that are designed to help others to understand the psychological process of crossing-cultural boundaries. You are encouraged to be creative, but realistic and practical (see the grading criteria below for specific criteria to be included in your paper).
 - In this paper, you need to specify: (a) objectives, goals, and expected outcomes, and how you will evaluate the project; (b) planned activities/interventions protocols; (c) your rationale of including the activities/interventions based on what you have learned about cross-cultural psychology to demonstrate your critical thinking, knowledge and skills within cross-cultural psychology; (d) resources needed for your project; (e) citations and complete references. The grading will be based on the originality, theoretical base, demonstration of competency, cross-cultural applications, and practicality.
 - The paper should be no less than 12 pages and emailed to the graduate instructor on **May 4th before 10 am**. Students are encouraged to send an outline to the instructors prior to April 13th for feedback. They are also encouraged to use the Writing Center or consult with the instructor to help with their writing.

- Cross-Cultural Professional and Personal Impact Paper (Option 2)
 - Students are expected to incorporate the articles from the class readings and outside resources to write a paper about how their cross-cultural learning from both their cultural journey and this course informed their cross-cultural personal and professional development (including their current academic and/or clinical practice in counseling, as well as their future career).
 - In this paper, you need to demonstrate: (a) critical thinking about how culture influences/interacts with human behavior by referring to and going beyond course readings; (b) specific knowledge about cultural transitions from course readings and/or other resources; (c) self-awareness of your own psychological experiences in your cultural transitions situations; (d) ability to apply your cultural knowledge in your professional work and personal life; (e) how your learning has informed your conceptualization of your future career (f) citations and complete references. The grading will be based on the rubric listed below.
 - The paper should be no less than 12 pages, double-spaced, adhering to APA format (6th edition) and emailed to the graduate instructor on **May 4th before 10 am**. Students are encouraged to send an outline to the instructor prior to April 13th for feedback. They are also encouraged to use the Writing Center or consult with the instructor to help with their

writing.

	A	B	C	D
Critical thinking	Demonstrate critical thinking about how culture influences/interacts with human behavior by referring to and going beyond course readings	Demonstrating at least some elements of critical thinking about how culture influences/interacts with human behavior by referring to course readings	Demonstrate basics understanding of course readings and summary them in a systemic way, but lacks critical thinking	Little evidence of critical thinking and limited understanding and reference of course readings
Knowledge	Demonstrate specific knowledge about cultural transition from course readings and/or other resources, and self-awareness of students' own psychological experiences in their cultural transition process	Demonstrate general understanding about cultural transitions but lack specificity and referring to course readings and/or other resources, and some level of self-awareness about students' own psychological experiences in their cultural transition process	Demonstrate limited understanding about cultural transitions but lack specificity, but referred to some course readings and/or other resources, and limited level of self-awareness about students' own psychological experiences in their cultural transition process	Extremely limited understanding about cultural transitions and did not refer to any course readings, as well as lack of self-awareness about students' own psychological experiences in their cultural transition process
Ability	Demonstrate ability to apply students' cultural knowledge in their work; provide specific examples to	Demonstrate some ability to apply students' cultural knowledge in their work by generally discussing how	Demonstrate students' knowledge about a particular cultural group	Lack of demonstration of students' knowledge about the group they

	explicitly illustrate how students learning has informed their conceptualization and practice with a particular cultural group	their learning has informed their conceptualization and practice with a particular cultural group but lack specific examples	but lack application of those knowledge in their work with the group	work
Clarity	All aspects of the paper are well developed, detailed, and explanatory	Most aspects of the paper are well developed	Some aspects of the paper are well developed	Few or no aspects of the paper are well developed
Organization	Well written and organized; no or very few grammatical or spelling errors	Clearly written and organized; with few grammatical or spelling errors	Readable, but grammatical or spelling errors or organizational problems detract from the quality of the paper	Needs major editing of grammar or spelling, or major reorganization
Reference	Includes citations in text to indicate how their understanding is integrated into the existing literature, and complete reference list	Includes citations in text but some incorrect referencing	Incorrect or Incomplete citations or reference entries	Missing citations or references

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
Reflection Paper (6 papers*5 points)	30 pts	80-89 pts = B
Take away reactions (10 week* 2 points)	20 pts	70-79 pts = C
Final Project	30 pts	60-69 pts = D
TOTAL	100 pts	below 60 = F

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.

Academic Inquiry, Course Discussion and Privacy

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

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.

Electronics

To help create a respectful space free from distraction, the use of cell phones, pagers, laptops, iPads, Notebooks, iPods, MP3 players, etc. are prohibited during class, unless instructed to use by the instructor. See Student Code of Conduct <http://students.missouri.edu/~judicial/>

CLASS SCHEDULE

This is a tentative schedule and may be subject to change. The schedule is open to making changes or incorporating topics to meet student needs and/or interests. Guest speakers will also be added throughout the semester.

	DATE	TOPICS	READINGS	ASSIGNMENTS
1	1/20	Course Instruction Goals and expectations for the year		
2	1/27	Culture & Human Mind	Toomela, A. (1996). How culture transforms mind: A process of internalization. Gudykunst & Kim: Chapter 3, Cultural influences on the process	
3	2/3	Cross-Cultural Competency	Heppner, Wang, Heppner, and Wang. Cultural Encapsulation to Cultural Competence: The Cross-National Cultural Competence Model (Read before the conclusion section)	
4	2/10	Acculturative communication process	Gudykunst & Kim: Chapter 10, Communicating effectively with strangers, & 13, Adapting to new cultures	Reflection Paper #1 due
5	2/17	Culture & Coping I	Heppner, Wang, Heppner: Crossing Cultural Boundaries: Extending the Important Role of Coping in Developing Cross-National Cultural Competencies	
6	2/24	Culture & Coping II		Reflection Paper #2 due
7	3/2	Culture & Relationships	Gudykunst & Kim: Chapter 12, Developing relationship with strangers (International students panel)	
8	3/9	Culture & Relationship: Ethnic support and host support	?	Reflection Paper #3 due
9	3/16	Culture & Relationship: Family	Fundamental Questions in Cross-Cultural Psychology: Chapter 12, Self, family and culture: what is common, what changes?	

			Fundamental Questions in Cross-Cultural Psychology: Chapter 14, Differences and universals in families across cultures.	
10	3/23	Culture and Clinical Practice	<p>Foster, R. P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice.</p> <p>Yoon, E., & Portman, T. (2004). Critical issues of counseling international students. Journal of Multicultural Counseling and Development, 32, 33-44.</p> <p>Nilsson, J. E., & Anderson, M. Z. (2004). Supervising international students: The role of acculturation, role ambiguity, and multicultural discussions. Professional Psychology: Research and Practice, 35, 306-312.</p>	Reflection Paper #4 due
11	3/30	Break, Enjoy the break!		
12	4/6	Cross-Cultural training and Multicultural Education	Handbook of Cross-Cultural Psychology: Chapter 9, Cross-cultural Training and Multicultural Education.	Reflection Paper #5 due
13	4/13	Cross-Cultural Competency: next steps in your cultural journey	Heppner, Wang, Heppner, and Wang, Cultural Encapsulation to Cultural Competence: The Cross-National Cultural Competence Model (see conclusions)	
14	4/20	Cross-Cultural Implication	Szkudlarek, B. (2010). Reentry-A review of literature. International Journal of Intercultural Relations.	
15	4/27	End of the semester process time Celebration!		Reflection Paper #6 due
				Final project due on May 4th before 10 am