

# Cross-Cultural Psychology

## Course Details

**Course Designator & Number: ARGN 3301**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: Onsite Faculty**

## Course Description

This course's aim is to understand how cultural factors influence human behavior and development. Additionally, the course may discuss interaction between different cultures and how to solve the difficulties that may arise during the acculturation process. The course studies the vision and treatment of mental disorders in different cultures, especially the differences and similarities between Argentinian and North American cultures. It also analyzes and compares mental health systems of both countries.

## Course Objectives

- To recognize the cultural influence on human behavior, communication, attitudes, and values.
- To understand how culture has an impact on different basic principles of psychology, such as child development, identity formation, learning, psychopathology, and others.
- To learn how culture shock works and different skills to overcome it.
- To acquire specific knowledge about the Argentinian mental health system and the similarities and differences between Spain and America.
- To understand and know Argentinian culture in a deeper way.
- To observe one's own acculturation and the changes that occur in this process, using the participant-observer model.

## Learning Outcomes

- Develop a perspective of cultural relativity through your experience and introspection. Be able to evaluate your own cultural assumptions from that perspective and become more tolerant and more open-minded to differences in other cultures. Learn about Argentinian identity in a variety of settings (family, both nuclear and extended; social; educational; and professional), to be able to draw comparisons with your own home culture.
- Acquire specific knowledge about the Argentinian mental health system and the similarities and differences between Argentina and the US. Use the city of Buenos Aires as an experiential classroom to observe behaviors of children, adolescents, adults, and families to understand differences and similarities that you would normally observe and participate in your own family, peer group, college campus, and other settings.
- Be able to make critical reflections throughout your experience and observe changes in your own behavior in the transition from home to Buenos Aires. Write a final project based on your notes, observations, and COURSE DESIGNATOR: ARGN 3301 NUMBER OF CREDITS: 3 INSTRUCTOR: TBD LANGUAGE OF INSTRUCTION: English CONTACT HOURS: 45 PAGE 2 reflections/journal entries throughout the semester and integrate your experience with the course content from the readings.

## Methodology

The course will use a combination of lectures, discussions, visits, readings, analysis of topic-related movies, classroom interaction, and an individual oral presentation about an issue of interest relevant to cross-cultural psychology. Regarding the final project, students will keep an informal journal about the “cross-cultural experience of study abroad” and use it to write a final essay on one of the topics learned throughout the semester. All the assignments are to be completed on time, respecting deadlines.

## Required Reading / Materials

1. CROSS-CULTURAL PSYCHOLOGY: RESEARCH AND APPLICATIONS. (3rd EDITION). Berry, Poortinga, Breugelmans, Chasiotis, Sam. (2011). Cambridge University Press.
2. Booklet with articles on topics seen during the semester (chosen by Instructor)

### Additional readings:

Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697–712.

Betancourt, H., & López, S. R. (1993). The Study of Culture, Ethnicity, and Race in American Psychology. *American Psychologist*, 48(6), 629–637.

Bornstein, Marc H., Haynes, O. Maurice, Azuma, Hiroshi, Galperín, Celia, Maital, Sharone, Ogino, Misako, Painter, Kathleen, Pascual, Liliana, Pêcheux, Marie-Germain, Rahn, Charles, Toda, Sueko, Venuti, Paola, Vyt, André, Wright, Barbara. “A cross-national study of self-evaluations and attributions in parenting: Argentina, Belgium, France, Israel,

Italy, Japan, and the United States". *Developmental Psychology*, Vol 34(4), Jul 1998, 662-676.

Chiou, Jyh Shen "Horizontal and Vertical Individualism and Collectivism Among College Students in the United States, Taiwan, and Argentina". In: *The Journal of Social Psychology*, Volume 141, 2001 - Issue 5.

Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. 2nd Edition

Kagitcibasi, C. (2002). A model of family change in cultural context. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 13, Chapter 1), (<http://www.wvu.edu/~culture>), Center for CrossCultural Research, Western Washington University, Bellingham, Washington USA.

Kirmayer, L. J. (2007). Psychotherapy and the Cultural Concept of the Person. *Transcultural Psychiatry*, 44(2), 232–257.

Kinzler, K., Shutts, K., DeJesus, J. and Spelke, E. (2009). Accent Trumps Race in Guiding Children's Social Preferences. *Social Cognition*, 27(4), pp. 623–634.

Lucas, J. (2009). Over stressed, Overwhelmed, and Over Here: Resident Directors and the Challenges of Student Mental Health Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 187–215

Qureshi, A., & Collazos, F. (2011). The intercultural and interracial therapeutic relationship: Challenges and recommendations. *International Review of Psychiatry*, 23(1), 10–19.

Wright, S. C. and Tropp, L. (2005) Language and intergroup contact: Investigating the Impact of Bilingual Instruction on Children's intergroup attitudes. *Group Processes and Intergroup relationships*, 8 (3), 309–328.

# Grading

## Grading Rubric

| Letter Grade | Score or Percentage | Description  |
|--------------|---------------------|--|
| A            | 93–100              | Achievement that is outstanding relative to the level necessary to meet course requirements.   |
| A-           | 90–92               | Achievement that is significantly above the level necessary to meet course requirements.   |
| B+           | 87–89               |  |
| B            | 83–86               |  |
| B-           | 80–82               | Achievement that meets the course requirements in every respect.   |
| C+           | 77–79               |  |
| C            | 73–76               |  |
| C-           | 70–72               | Achievement that is worthy of credit even though it fails to fully meet the course requirements.   |
| D+           | 67–69               |  |
| D            | 60–66               |  |
| F            | 0–59                | Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor |

| <b>Letter Grade</b> | <b>Score or Percentage</b> | <b>Description</b>                                      |
|---------------------|----------------------------|---|
|                     |                            | and the student that the student would be awarded an I. |

## Summary of How Grades Are Weighted

| <b>Assignments</b>  | <b>Percentage of Grade</b> |
|---|----------------------------|
| Class participation (classroom interaction, and attendance)                               | 15%                        |
| Midterm exam  | 15%                        |
| Class presentations   | 20%                        |
| Final project about ONE of the topics learned (based on journal kept during the semester) | 20%                        |
| Final exam  | 30%                        |
| <b>Overall grade</b>  | <b>100%</b>                |

## Assessment Details

### Participation

All classes (including lectures, activities, etc.) require your active participation. In order to receive a high grade, you must be prepared in advance and make meaningful observations, comments, or questions that prove your comprehension and interest in the subject. Class attendance Regular attendance and punctuality are mandatory in order to earn full marks. Nevertheless, you are allowed TWO UNJUSTIFIED absences. From that one on, each absence will affect the final grade. The instructor may deny the access to the classroom if you arrive more than 10 minutes after the class has started. In the case of absences, it is your responsibility to find out what information was given in class, including any announcements made

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# Course Content

Note that changes will be made as necessary and will be announced in class. Students are responsible for making themselves aware of any changes.

## Unit 1

### Introduction to Course & Syllabus

## Unit 2

### Studying Developmental Psych Cross-Culturally

## Unit 3

### Psychopathologies Across Cultures

- Guest Lecture: Differences and similarities between Argentina and North America. Counseling, psychotherapy in Argentina. Influences from different psychotherapy schools during the 20th and 21st centuries.

## Unit 4

### Social Behavior

- The importance of middle class in Argentina.
- Friendship and relationships. Social organizations as expressions of Argentinian culture: “clubes de barrio,” fútbol, “la sobremesa.” High versus low context society. Proxemics. Expression of politeness.
- Film (to watch at home, to debate in class): Luna de Avellaneda, directed by Juan José Campanella (2004)

## Unit 5

### Personality & Culture

- Individualism vs. collectivism. The importance of family (nuclear and extended) in Argentina. Gender and identity.
- Film (to discuss in class, previously watched at home): XXY, directed by Lucía Puenzo (2007)



## Unit 6

### Cognition, Emotion, Perception, & Language

- Language as a reflection of culture. Conceptual frames: notions of time and space in the Argentinian culture.
- Personal space. Priorities.
- **Midterm Exam**

## Unit 7

### Methodology & Theory

## Unit 8

### Acculturation

- Class discussion of study abroad experience. Students bring excerpts from their journals to discuss and compare their personal experience in class.

## Unit 9

### Intercultural Relations

- Refusing stereotypes and prejudices in the Argentinian and the American culture
- Cultural and social myths. Film: *Relatos salvajes*, directed by Damián Szifrón (2014).

## Unit 10

### Intercultural Communication & Training

- Work and organizations. Differences in the work settings (Argentina and the US). Formal vs. informal treatment.
- Hierarchies. Expectations (employees/employers). How the Argentinian political and economic situation influences work and employment.

## Unit 12

### Argentinian Culture

- The role of gastronomy in Argentinian culture and socialization: group outing, attendance to a “peña.”

## Unit 13

### Final Exam

- Final project due

## Policies

### Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade.

Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

### University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

#### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).