



CENTER FOR INTERNATIONAL PROGRAMS

Course name: Cultural Psychology

Course code: PSY 3050

Total contact hours: 48

COURSE DESCRIPTION

This course introduces students to the field of psychology that examines the influence of culture upon human behavior and cognitive processes. "Culture" is defined as the shared norms, values, and behaviors of groups and of the individuals in those groups. We will focus on such topics as cultural factors in self-concept, gender roles, motivation, cognition, emotions, relationships, and social values. Our exploration will be based on psychological theories, research, student/teacher presentations, and field experiences.

This course is a part of the social psychology, cultural-historical psychology, developmental psychology, and cognitive psychology fields.

Attendance

Students are allowed 2 nonconsecutive absences in a week (justified or not).

Course will be failed otherwise.

3 late arrivals (15 minutes later) equal an absence.

An absence to deliver homework, give a class presentation or do a test represents a 0

Code of Conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom. Leaving the class constantly.
- 2) Behaves in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Shows hygiene problems that may disturb other students.

An issue in this area will affect participation grade.

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the

rule must leave the classroom for the remainder of the class period. If situation happens again, 10 points will be deducted from final participation grade.

This is a theoretical-practical course and it seeks to clarify the following questions:

1.What is the psychological cultural problematic in relation to applying culture psychological concepts to the process of acculturation and, how they are being confronted within the context of a fast globalization?

In order to respond these questions, we will study the following generative topics:

- Importance of Studying Cultural Psychology
- Culture and Human Nature
- Cultural Evolution
- Development and Socialization
- Self and Personality
- Motivation
- Physical Health
- Observations of Foreign Visitors about USA People
- Morality, Religion and Justice
- Emotions and Language
- Mental Health
- Interpersonal Attraction and Close Relationships
- With Respect to the Japanese
- Suffering from the Islamic perspective
- Cognition and Perception
- Living in Multicultural Worlds

Along the course, the following skills will be fostered:

Ability to assess content, knowledge and findings in regards to their future job.

Ability to consider peers thoughts and cultural differences.

Ability to challenge own assumptions and acknowledge worldwide cultural differences.

Ability to participate and collaborate actively in the group tasks, and ability to demonstrate confidence, solidarity, cordiality.

COMPETENCIES, CRITERIA AND EVIDENCE

At Veritas University, competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies	Key competencies	Evidence of learning
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Discipline Integrates knowledge to answer questions about human identities, motivations, emotions, relationships, ways of thinking and behaving, examining cultural evolution, mental health, and morality from the perspective of cultural psychology.	Analyzes how cultural traditions and social practices regulate, express, and transform the human psyche exploring ethnic divergences in mind, self, and emotion	Individual presentation and written summary. Final clip presentation
	Applies problem solving and analytical skills through a critical revision of real case studies of different cultural groups in the world.	Case study presentation.
	Communicates understanding of different cultures Identifying self and personality, motivation, cognition and perception of different cultural groups.	Community Interview Project
Core/Generic		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn	Individual presentation and summary Final clip presentation
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques	Relates well to others Manages and solve conflicts Negotiates reliably and empathetically Speaks responsibly Listens attentively	Individual presentation and summary Final clip presentation
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum	Communicates thoughts of the discipline orally, graphically, and in written form.	Individual presentation and summary. Case study presentation Final clip presentation Community interview project

COURSE CONTENT

I. Culture

Importance of Studying Cultural Psychology

II. Culture and society

Culture and Human Nature

Cultural Evolution

III. Culture and identity

Development and Socialization

Self and Personality

Motivation

IV. Culture and Health

Physical Health

Observations of Foreign Visitors about USA People

Morality, Religion and Justice

Emotions and Language

Mental Health

Interpersonal Attraction and Close Relationships

VI. Cultural psychology in different societies

With Respect to the Japanese

Suffering from the Islamic perspective

Cognition and Perception

Living in Multicultural Worlds

METHODOLOGY

The methodology is planned as experiential learning using Paolo Freire's educational guidelines and Kolb Circle of Experience.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students are able to recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course for use in their future careers.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Since research is a pillar of the subject, the subjects to be discussed and exhibited in class and in the different assignments, are firstly investigated at a bibliographic level by the students, as a prerequisite to present group and individual work products.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate learning, based on their previous and significant knowledge; the student is active, the teaching-learning process is collective and socialized. It also fosters social integration, the development of group work skills, community feeling and respect, without neglecting individualization.

LEARNING STRATEGIES

The following learning strategies will be developed:

1. Individual presentation and summary

Students have a topic, and present it using the given presentation criteria. This topic will be the same for Case Presentation and Final Clip presentation. These activities are meant to develop specific skills and abilities in the student, such as research skills, self-confidence, time management, creativity, map and graph design and analysis, participatory activity design, and use of video clips on the subject. Resources for presentations are power points, prezi, or another useful presentation tool. Presenting time plus questions and discussion will be 45-60 minutes maximum, depending on the amount of students enrolled.

2. Case study presentation

Case studies promote the learning of three main aspects: gaining knowledge, reflection and application. Knowledge acquisition allows students to develop strategies and techniques to learn by learning. As a result students become aware of the importance of assessing content for future career practice. Students will research a case from anthropological data and present it to class in 20 minutes. Two questions will be developed for peers, to open a discussion on the topic. Professor will ask questions on the subject at hand.

3. Final clip presentation

Students find a 10 minute clip of a movie related to a chosen cultural topic and present it to the group. Professor questions will focus on relevance of clip with topic and, theoretical content of summary developed for the Individual presentation. This is an opportunity for students to use all type of digital resources such as movie analysis, Facebook, Skype for interviewing people willing to share stories of life in the context of cultural psychology. Presenting time plus questions and discussion will be 20 minutes maximum, depending on the amount of students enrolled. A specific rubric is provided for each assignment, for the students to know in advance the qualification criteria

4. Community Interview Project

In pairs, students will interview two locals from different cultural groups, age and gender. This activity is an opportunity for students to put into practice acquired language and communication skills, integrating theory in the development of questions. Results will be presented in writing to professor and orally to peers.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these, complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection is available.

LEARNING EVALUATION

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

Evaluation Table

RUBRIC	PERCENTAGE VALUE
1. Individual presentation and summary	25 pts.
2. Case Study	20 pts.
3. Community interviews	15 pts.
4. Final clip presentation	20 pts.
6. Class participation.	20 pts.
TOTAL	100 pts.
Professor Comments:	

Individual presentation and summary rubric

Students have the opportunity to choose a topic of their interest, and present it using the given presentation criteria. This topic will be the same for case presentation and final project presentation. These activities are meant to develop specific skills and abilities in the student, such as research skills, self-confidence, time management, creativity, map and graph design and analysis, participatory activity design, and use of video clips on the subject.

Resources for presentations are power points, prezi, or another useful presentation tool. Presenting time plus questions and discussion will be 45 minutes maximum, depending on the amount of students enrolled.

INDICATOR	POINTS
Topic is presented using a power point. Order: index, definition of main topic, and a personal final conclusion.	10 pts.
PowerPoint (45-60 minutes) has a minimum of 10-20 slides. Text is presented using the 7/7 format (seven bullets, seven words and not relying on notes).	10 pts.
7 pictures are chosen to illustrate the topic.	10 pts.
A recent map or graph with statistics is presented. Student is able to explain these resources in detail .	10 pts.
One 2/3 minute video or movie clip on the topic is presented after slide 7 .	10 pts.
One slide with recent investigations on the topic, mentioning source of information.	10 pts.

A participatory learning activity, involving peers actively to practice, and reflect on their own learning is presented. Instructions and objectives are clearly explained.	10 pts.
Three relevant questions for peers, structured in a way that can open a class discussion.	10 pts.
Student is able to answer questions clearly from professor and from peers. Last slide include application of learned knowledge on future career.	10 pts.
A two page summary is submitted to peers and professor. It follows given document "Guidelines to write a Summary". Grammar and spelling are correct, An APA format bibliography is included in the summary.	10 pts.
SUMMARY FORMAT <ul style="list-style-type: none"> • Type of letter: Arial • Size letter: 11 • Space 1 ½ • Name of students • Date • Topic 	
TOTAL Professor comments and signature:	100 pts.

CASE PRESENTATION RUBRIC		
NAME	DATE	GRADE
INDICATOR		
Presents the case study in 15 minutes in a concise and clear language.	20 pts.	
Presents an understanding of the major issues and events. When, where, who, what: the issue	20 pts.	
Request from peers a clear and justified solution to the main issue presented in the case study, generating a group discussion.	20 pts.	
Includes an APA reference of case.	20 pts.	
Indicates future application of issue solution in own professional career.	20 pts.	
TOTAL	100 PTS.	

Professor's General Comments		
Professor's signature		

Community Interview Rubric

Integrates knowledge, skills and attitude to develop in conjunction with another peer, a 5 question questionnaire, to interview two people, each from a two different cultural groups questions are based on own topic. Written/oral report will be requested.

Community Interview Rubric	
INDICATOR	
Finds a partner and develops a questionnaire, 5 questions each student, based on presentation summary.	10 pts.
Finds two interviewees from different gender, cultural background and age and applies questionnaire with the ten questions	35 pts.
Compares with partner interview results in terms of cultural differences, gender and age. Presents to class a final personal conclusion using some slides as audio visual support	30 pts.
Sends a report in writing on given time . The structure and order of the words in the report is correct. It does not contain spelling or grammatical errors.	25 pts.
FORMAT One page Type of letter: Arial Size letter:11 Space 1 1/2 <ul style="list-style-type: none"> • Name of participants • Introduction • Questions and answers, same for both interviewees • Results of comparison and contrasting answers by age, gender and cultural profile. • Conclusions 	
PROFESSOR'S GENERAL COMMENTS AND SIGNATURE	
TOTAL	

Final clip presentation rubric

Video clips have become an important part of higher education. Integrated as part of traditional courses, serve as a cornerstone of many courses, and are often one of the main information delivery mechanisms. Technology can enhance learning and a video clip, specifically, can be a highly effective educational tool.

In order for a video clip to serve as a productive part of a learning experience, however, it is important for the student to pick the visual aid that can better complement the topic during the presentation.

One 10 minute video clip on assigned cultural topic will be presented to class. Student explains the relevance of the clip to the topic and is able to answer two questions from professor based on the individual presentation summary.

Final clip presentation rubric	
NAME	DATE
INDICATOR	POINTS
Presents the case study in 15 minutes in a concise and clear language. TEDS or documentaries are not accepted.	20 pts.
Presents an understanding of the major issues and events. When, where, who, what: the issue, <u>Does not rely on notes</u>	20 pts.
Request from peers a clear and justified solution to the main issue presented in the case study, generating a group discussion.	20 pts.
Includes an APA reference of case.	20 pts.
Indicates future application of issue solution in own professional career.	20 pts.
TOTAL	100 pts.
Professor Comments and Signature	

BIBLIOGRAPHY / REFERENCES

- Bochner, Stephen. (2001). *Psychology of Culture Shock*. United States: Scribner.
- Bennett, M. (1991). *American Cultural Patterns*. Maine, USA: Intercultural Press, Inc.
- Heine, S. J. (2014). *Cultural Psychology*. New York: Norton.
- Sapolsky, Robert M. (2004). *Why Zebras don't Get Ulcers*. United States: Henry Hold and Company.
- Seelye, Teaching Culture. Lincolnwood Illinois: NTB.
- Pedersen, P. (1996). *Counseling Across Cultures*. Oaks, London: Sag Pub.

CHRONOGRAM:

Date	Content	Evidence of learning
	1. Culture Personal presentations and expectations Non Formal Education Syllabus Explanation Assign individual presentation topic	Professor exposition
	Demonstration of Individual Presentation: <ul style="list-style-type: none"> • Importance of Studying Cultural Psychology 	Professor exposition
	2. Culture and society <ul style="list-style-type: none"> • Culture and Human Nature 	Individual presentation and summary 1 Video clip analysis
	<ul style="list-style-type: none"> • Cultural Evolution 	Individual presentation and summary 2 Video clip analysis
	<ul style="list-style-type: none"> • Development and Socialization 	Individual presentation and summary 3 Video clip analysis
	3. Culture identity <ul style="list-style-type: none"> • Self and Personality • Case Modeling 	Individual presentation and summary 4 Video clip analysis
	<ul style="list-style-type: none"> • Motivation • Movie: Malala 	Individual presentation and summary 5

	<p>4. Culture and Self</p> <ul style="list-style-type: none"> Cognition and Perception <p><i>Assign community interview project Due date</i></p>	Individual presentation and summary 6 Video clip analysis
	Case presentations	Professor Evaluation
	Case presentations	Professor Evaluation
	<ul style="list-style-type: none"> Interpersonal Attraction and Close Relationships 	Individual presentation and summary 7 Video clip analysis
	Observations of Foreign Visitors about USA people Movie The Big Lie	Professor
	<ul style="list-style-type: none"> Living in Multicultural Worlds Movie: Malala	Individual presentation and summary 8
	<p>5. Culture and Health</p> <ul style="list-style-type: none"> Physical Health Mental Health 	Individual presentation and summary 9/10
	<ul style="list-style-type: none"> Morality, Religion and Justice Present community interview project 	Individual presentation and summary 11
	<ul style="list-style-type: none"> With Respect to the Japanese Movie : Il Grand Torino	Individual presentation and summary 12
	<ul style="list-style-type: none"> Suffering and Pain from the Islamic Point of View 	Individual presentation and summary 13
	<ul style="list-style-type: none"> Emotions and Language 	Individual presentation and summary 14
	Movie: The Massai Queen	Movie
	Movie: The Massai Queen	Movie Discussion
	Assessment of course content for application in future career	Individual presentation and summary 15
	Final clip Presentation	Professor
	Final clip Presentation and final grades	Professor

General observations

The student must conform to the provisions of the Veritas "Reglamento de Régimen Estudiantil". The rulebook is available for downloading at <http://autogestion.veritas.cr/>

