



Center for International Programs & Sustainability Studies

Course name: Cultural Psychology

Course code: PSY 3050

Total contact hours: 48

Pre-requisite: None

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, and social anthropology.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor’s in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

What is the psychological cultural challenge in applying culture psychological concepts to the process of acculturation, within the context of a fast globalization?

To answer this question, the following generative topics will be studied:

- Why should we study Cultural Psychology?
- Culture and Human Nature.
- Cultural Evolution.
- Development and Socialization
- Self and Personality.
- Motivation.
- Cognition and Perception.
- Interpersonal Attraction and Close Relationships.
- Living in Multicultural Worlds.
- Physical Health.
- Mental Health.
- Morality, Religion and Justice.
- With Respect to the Japanese.
- Suffering from the Islamic Perspective.
- International Cultures.

Among the values and attitudes that will be promoted among students are:

- Ability to identify anthropological and social aspects of specific cultures.
- Ability to challenge own assumptions and acknowledge worldwide cultural differences.
- Ability to identify psychological issues and practices in anthropological cases and research on possible causes.

Among the values and attitudes that will be promoted among students are the following:

- Teamwork and leadership.
- Systemic thinking.
- Logical and communicative intelligence.

- Problem solving.
- Learning how to learn.
- Empathic and reliable negotiation.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

COMPETENCIES	KEY COMPETENCIES	LEARNING ASSESMENTS
<p>Disciplinary:</p> <p>Integrates knowledge to develop and opinion about human identities, motivations, emotions, relationships, ways of thinking and behaving, examining cultural evolution, mental health, and morality, religion, and ethics, from the perspective of cultural psychology.</p>	<p>Analyzes how cultural traditions and social practices regulate, express, and transform the human psyche exploring ethnic divergences in mind, self, and emotion.</p> <p>Applies problem solving and analytical skills through a critical revision of real case studies of different cultural groups in the world.</p>	<p>Individual presentation and summary.</p> <p>Individual career assessment.</p> <p>Final project presentation.</p>

	Communicates understanding of different cultures identifying self and personality, motivation, cognition and perception of different cultural groups.	Individual presentation and summary. Case study presentation.
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. Case study presentation. 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. Final clip presentation.
Integrates the necessary knowledge, skills, and attitudes to learn interpersonal communication techniques.	Relates well to others. Manages and solve conflicts. Speaks responsibly. Listens attentively.	Interviews Oral Reports.

COURSE CONTENT

Unit 1. Culture

1.1 Why should we study Cultural Psychology?

Unit 2. Culture and Society

2.1 Culture and Human Nature

2.2 Cultural Evolution

2.3 Development and Socialization

Unit 3. Culture Identity

3.1 Self and Personality

3.2 Motivation

3.3 Cognition and Perception

3.4 Interpersonal Attraction and Close Relationships

Unit 4. Culture and Health

4.1 Living in Multicultural Worlds

4.2 Physical Health

4.3 Mental Health

4.4 Morality, Religion and Justice

Unit 5. Culture in Different Societies

5.1 Respect to the Japanese

5.2 Suffering from the Islamic perspective

5.3 International Cultures

METHODOLOGY

The methodology is planned as experiential learning using Paolo Freire's educational guidelines, from a constructivist perspective and, the competency-based model.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students can 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.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, therefore, to guarantee 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. Most of the lessons will take place in the classroom. During independent work periods, students will be able to attend the institution.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

LEARNING ASSESSMENT

In order to make the course or program better competencies-based 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, and the details will be provided in **CANVAS LMS**. 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.

ASSIGNMENTS	PERCENTAGE VALUE
1. Individual Presentation and Summary.	25 %
3. Case Study.	25 %
4. Final Clip Presentation.	25 %
6. Class Participation.	25 %
TOTAL	100 %

LEARNING STRATEGIES

The following learning strategies will be developed:

1. Individual Presentation and Summary

This is a critical academic piece that permits the student to express opinions, interpret social and anthropological data and traditions and evaluate a selection of audio visual tools to better graphically present. The task is to design an individual presentation and write a summary using given readings and notes from class to communicate theory, characteristics, traditions, and latest research on a chosen topic. Capacity is demonstrated by researching, presenting it and discussing the central issues. Critical thinking is encouraged with a clear organization of argument, perspectives, positions and the development of the student's understanding.

2. Case Study

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and design of solutions. One case study will be explored and evaluated. The case will be summarized according to the chosen group, characteristics and cultural psychological differences patient, psychological profile, events, issues, dates and outcomes (and according to answering the following pattern

for case study analysis: who was involved, where, when, what happened, how and why. The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and cultural psychological data will be extracted and discussed for its relevance and meaning. A mind map will illustrate the case.

3. Final Clip Presentation

Video clips have been integrated as part of traditional courses, they serve as a cornerstone of many courses, and are often one of the main information delivery mechanisms. A video clip, can be a highly effective educational tool. Student will pick a 10-minute clip that better complements topic that 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.

4. Participation

Students who participate in class have studied the material well enough to introduce new concepts to their peers. They also have the ability to listen to others presentation, and develop pertinent comments and questions along the way. This level of thinking goes beyond simple comprehension of text, and can also improve memory. Participation can also help students learn from each other, increasing comprehension through cooperation.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.

3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

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

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, 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. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

BIBLIOGRAPHY

Condon, J. (2011). *With Respect to the Japanese*. Tokio: Yohan.

Haglung, J. (1984) *Japan, Saudi Arabia, China: Cultural Considerations*. INTERNATIONAL JOURNAL OF INTERCULTURAL RELATIONS. Volumen #8. 61-67.

Heine, S. J. (2014). *Cultural Psychology*. New York: Norton.

Sachedina, S. (2009). *Islamic Biomedical Ethics*. New York Oxford University Press Inc.

CHRONOGRAM

Date	CULTURE PSYCHOLOGY Chronogram Fall 2021	Evidence of learning
Week	1-Culture <ul style="list-style-type: none"> ○ Personal presentations. ○ Canvas and Syllabus. ○ Expectations. ○ Assign individual presentation topic. 	Professor exposition
Week	<ul style="list-style-type: none"> ○ Answer questions on Syllabus. 	Professor exposition

	<ul style="list-style-type: none"> ○ Non Formal Education discussion. ○ Demonstration of Individual Presentation: <i>Why should we study Cultural Psychology?</i> 	
Week	2.Culture and Society <ul style="list-style-type: none"> ○ Culture and Human Nature. ○ Video: The Wild Child. 	Individual presentation 1 Video analysis
Week	<ul style="list-style-type: none"> ○ Cultural Evolution. ○ Video: Everything is Illuminated . 	Individual presentation 2 Video analysis
Week	<ul style="list-style-type: none"> ○ Development and Socialization. ○ Video: 7 years in the Tibet. 	Individual presentation 3 Video analysis
Week	3.Culture Identity <ul style="list-style-type: none"> ○ Self and Personality. ○ Video: Outsourcing. 	Individual presentation 4 Video analysis
Week	<ul style="list-style-type: none"> ○ Cognition and Perception. ○ Case Study Modelling. 	Individual presentation 5
Week	Interpersonal Attraction and Close Relationships.	Individual presentation 6
Week	4.Culture and Health <ul style="list-style-type: none"> ○ Living in Multicultural Worlds 	Individual presentation 7
Week	<ul style="list-style-type: none"> ○ Movie: Green Book 	Movie Analysis
Week	<ul style="list-style-type: none"> ○ Motivation 	Individual presentation 8
Week	<ul style="list-style-type: none"> ○ Motivacion NOHA 	Movie Analysis

Week	<ul style="list-style-type: none"> ○ Case Study Presentations 	
Week	5.Culture in Different Societies <ul style="list-style-type: none"> ○ Religious values 	Debate
Week	<ul style="list-style-type: none"> ○ Physical Health ○ Observations of foreign visitors about US people (professor) 	Individual presentation 9 Groups discussion
Week	<ul style="list-style-type: none"> ○ With Respect to the Japanese ○ Video: Sea of Trees 	Professor
Week	<ul style="list-style-type: none"> ○ Suffering and Pain from the Islamic Point of View 	Individual presentation 10
Week	<ul style="list-style-type: none"> ○ Movie: Malala 	Movie analysis
Week	<ul style="list-style-type: none"> ○ Mental Health ○ Coming Home 	Individual presentation 11 Video analysis
Week	<ul style="list-style-type: none"> ○ Movie: The Massai Queen 	Movie analysis
Week	<ul style="list-style-type: none"> ○ International Cultures 	Individual presentation 12
Week	<ul style="list-style-type: none"> ○ Morality, Religion and Justice ○ Clip: Babel 	Individual presentation 13 Video analysis
Week	<ul style="list-style-type: none"> ○ Final Clip Presentation 	Professor
Week	<ul style="list-style-type: none"> ○ Final Clip Presentation 	Professor