

Course Last Updated 3/28/2024



University of  
New Haven

## Intercultural Interactions: Psychological Perspectives

### Section I: Course Overview

**Course Code:** PSY320CDG

**Subject Area(s):** Psychology, Communication

**Prerequisites:** One 200 level course or two 100 level courses in relevant field

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** None

### Course Description

This course aims to give the students a clear understanding of how culture influences behavior from a psychological perspective, drawing on the theory and applications from the fields of cultural, intercultural and cross-cultural psychology. Central to the course is the sojourner experience (with specific reference to students abroad) viewed from the psychological perspective. The course aims to equip the students with the necessary tools to reflect on, understand and analyze their personal journey abroad. In addition, core sections on the influence of culture on mental health, intercultural relationships and intergroup relations are included – the theory of each being applied in the local context.

### Learning Objectives

Upon successful completion of this course, students are able to:

- Discuss cultural adjustment theories.
- Recognize the aspects of cultural adjustment theory that is applicable to their experience as a sojourner.

- Develop communication skills rooted in cultural knowledge
- Define culture

## Section II: Instructor & Course Details

### Instructor Details

**Name:** TBC

**Contact Information:** TBC

**Term:** TBC

**Course Day and Time:** TBC

**Office Hours:** By Appointment

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement - 20%**

**Reflection paper - 20%**

**Critical incidents catalogue – 20%**

**Midterm Exam – 20%**

**Final Exam – 20%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**Reflection paper (20%):** The student is required to write a reflective paper on their experience as a sojourner relating their experience to theory covered in class.

**Critical incidents catalogue (20%):** Students (in groups of three) are required to develop a catalogue of 15 critical incidents which demonstrate their knowledge and awareness of the objective and subjective aspects of the local life and culture, which would be useful for international students. Each group will make a presentation in class.

**Midterm Exam (20%):** Composed of short answer questions and one essay-type question.

**Final Exam (20%):** Composed of short answer questions and one essay-type question.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- City Street Observations

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required

Vaughn, L.M. (2019) *Psychology and Culture: Thinking, feeling and behaving in a global context*. Psychology Press.Hove. ISBN: 978-1-57680-3 (paperback), 296p

### Recommended

Chwialkowska, A. (2020). Maximizing cross-cultural learning from exchange study abroad programs: Transformative learning theory. *Journal of Studies in International Education*, 24(5), 535-554.

Demes, Kali A.; Geeraert, Nicolas (2015) The highs and lows of a cultural transition: A longitudinal analysis of sojourner stress and adaptation across 50 countries. *Journal of Personality and Social Psychology*, Vol 109(2), Aug 2015, 316-337. <http://dx.doi.org/10.1037/pspp0000046>

Jandt, F (2020). *An Introduction to Intercultural Communication: Identities in a Global Community*. Sage Publications. Thousand Oaks, California. Ch. 2 & 5

Kirmayer L. J., Narasiah, L., Munoz M., Rashid, M., Ryder A. G., Hassan, G., Rousseau, C. &Pottie, K. (2010) Common mental health problems in immigrants and refugees: general approach in primary care. *Canadian Medical Association Journal* 1-9.

Pollock, D.C., Van Reken, R.E &Pollock, M (2017) *Third Culture Kids*. London. Nicholas Brealey Publishing. Growing up among worlds pp.53 – 78

Sandhu, S et al (2013) Experience with treating immigrants: A qualitative study in 16 European countries *Soc Psychiatry Epidemiology* 45: 105-116

Sirin, S. R., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: A longitudinal investigation. *Developmental Psychology*, 49(4), 736-748. <http://dx.doi.org/10.1037/a0028398>

Tarchi, C., Surian, A., & Daiute, C. (2019). Assessing study abroad students' intercultural sensitivity with narratives. *European journal of psychology of education*, 34, 873-894.

Tsang, A. K. T., Bogo, M., & Lee, E. (2011). Engagement in cross-cultural clinical practice: Narrative analysis of first sessions. *Clinical Social Work Journal*, 39, 79-90

Sam, D. L. & Moreira, V. (2012). Revisiting the Mutual Embeddedness of Culture and Mental Illness. *Online Readings in Psychology and Culture*, 10(2). <http://dx.doi.org/10.9707/2307-0919.1078>

Wang, J. (2011) Communication and Cultural Competence: The Acquisition of Cultural Knowledge and Behavior. *Online Readings in Psychology and Culture*, 7(1). <http://dx.doi.org/10.9707/2307-0919.1064>

## Course Calendar

Session 1	
Topics	<b>Course Introduction</b> <b>Introduction to Psychology, Culture and Communication</b>  Introductory concepts
Activity	Presentation and introduction to the course: discussion of the syllabus, expectations and suggestions, field trips, grading policy, midterm and final exams, personal contribution to the class, written assignments
Readings & Assignments	Ensure textbook purchases

Session 2	
Topics	<b>Conceptualizing Culture</b> Cultural Concepts
Activity	Lecture  Abigail dynamic  A letter to myself exercise
Readings & Assignments	Vaughn, chap.1 pp.1-18, 20-22

Session 3	
Topics	<b>Defining Communication as an element of culture</b>  Definitions Competencies in intercultural communication
Activity	Lecture & Discussion  Critical incidents exercise  Assign groups for presentations (5 groups)

Readings & Assignments	Jandt chap. 2 pp 37-57
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Session 4	
Topics	<b>Culture, Self and Identity (stereotypes)</b> Aspects of Identity and culture
Activity	Lecture ADDRESS Framework My multicultural self-dynamic
Readings & Assignments	Vaughn, chap.2 pp.31-55  IAT exercise

Session 5	
Topics	<b>Sojourners I</b>  Managing transition  Emotional Rollercoaster
Activity	Lecture  Film Excerpt I: l'auberge spagnole  Group work
Readings & Assignments	<u>Demes, Kali A.; Geeraert, Nicolas (2015) The highs and lows of a cultural transition: A longitudinal analysis of sojourner stress and adaptation across 50 countries. Journal of Personality and Social Psychology, Vol 109(2), Aug 2015, 316-337. <a href="http://dx.doi.org/10.1037/pspp0000046">http://dx.doi.org/10.1037/pspp0000046</a></u>  <b>Initial self-assessment due</b>

Session 6	
Topics	<b>Understanding Local culture</b> Insight into subjective aspects of local culture
Activity	Local traditions guessing game Lecture
Readings & Assignments	Documentary viewing – TBD

Session 7	
Topics	<b>Socialization into a Cultural Context I</b> Awareness of own cultural context Socialization processes according to culture
Activity	Lecture & discussion  Film Excerpt II: Big Fat Greek wedding

	Exercise: Personal Timeline that influenced identity
Readings & Assignments	Vaughn, chap. 3 pp. 57-86

Session 8	
Topics	<b>Socialization into a Cultural Context II</b> Third Culture Kids Acculturation
Activity	Lecture  Case studies: videos  Discussion
Readings & Assignments	Pollock, D.C. & Van Ruth, E.R. (2017) Third Culture Kids: Growing up among worlds pp.53 - 78

Session 9	
Topics	<b>Interacting Successfully with other People I</b> Communication contexts
Activity	Lecture and discussion  2 visions 1 reality dynamic
Readings & Assignments	Vaughn, chap.6, pp.105-128

Session 10	
Topics	<b>Interacting Successfully with other People II</b> Complexities of intercultural communication
Activity	Lecture and discussion  A jolt of reality dynamic
Readings & Assignments	Jandt Chap. 5 Pp. 105-125

Session 11	
Topics	<b>Sojourners Mental Health</b>  Developing intercultural sensitivity  Cultural adjustment theories
Activity	Lecture Video: Real cases about internalizing issues
Readings & Assignments	Sirin, S. R., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: A longitudinal investigation. <i>Developmental Psychology</i> , 49(4),736 748. <a href="http://dx.doi.org/10.1037/a0028398">http://dx.doi.org/10.1037/a0028398</a>

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Session 12	
Topics	<b>Midterm Review</b>
Activity	Student led review of the course
Readings & Assignments	Review all course readings, handouts & notes

Session 13	
Midterm Exam	

Session 14	
Topics	Culture and Health Universalism and Relativism in approaches to health
Activity	Lecture Video Assign groups for debate: start preparing
Readings & Assignments	Vaughn, chap.8 pp. 153-185  Sam, D. L.,& Moreira, V. (2012). Revisiting the Mutual Embeddedness of Culture and Mental Illness. <i>Online Readings in Psychology and Culture</i> , 10(2). <a href="http://dx.doi.org/10.9707/2307-0919.1078">http://dx.doi.org/10.9707/2307-0919.1078</a>  <b>Critical Incidents due for submission</b>

Session 15	
Topics	<b>Universalism vs Relativism II</b> Universalism and relativism in Health
Activity	<b>Debate: universalism vs relativism</b> Discussion
Readings & Assignments	Read chapter 1,2,3 Hayes

Session 16	
Topics	<b>Culture and Health Professionals</b> Developing cultural sensitivity in professionals dealing with clients from different cultural backgrounds
Activity	Lecture and Discussion Video: immigrant experience in the US LEARN model applied Exercise: Cultural competence research

Readings & Assignments	Sandhu, S. et al (2013) Experiences with treating immigrants: a qualitative study in mental health services across 16 European countries. <i>Soc. Psychiatry Epid</i> 48:104-116
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Session 17	
Topics	<b>Culture and Mental Health</b>
Activity	Lecture and Discussion Case studies to build empathy Engagement <b>Guest Speaker:</b> (TBD)
Readings & Assignments	Kirmayer, L. J., Narasiah, L., Munoz, M., Rashid, M., Ryder, A. G., Guzder, J., ... Pottie, K. (2011). Common mental health problems in immigrants and refugees: general approach in primary care. <i>CMAJ : Canadian Medical Association Journal</i> , 183(12), E959–E967. <a href="http://doi.org/10.1503/cmaj.090292">http://doi.org/10.1503/cmaj.090292</a>  Tsang, A. K. T., Bogo, M., & Lee, E. (2011). Engagement in cross-cultural clinical practice: Narrative analysis of first sessions. <i>Clinical Social Work Journal</i> , 39, 79-90.  Turn in minimum <b>3 questions</b> for the <b>guest speaker</b>

Session 18	
Topics	<b>Individual Tutorial session for Autobiography</b>
Activity	Tutorial
Readings & Assignments	Come prepared to discuss your progress, including participation and any questions about reflection paper

Session 19	
Topics	<b>Intercultural relationships</b> Culture and Relationships Love and Friendships
Activity	Lecture and Discussion  Bafa Bafa Dynamic Reflection dynamic: is your everyday life diverse?
Readings & Assignments	Tarchi, C., Surian, A., & Daiute, C. (2019). Assessing study abroad students' intercultural sensitivity with narratives. <i>European journal of psychology of education</i> , 34, 873-894.

Session 20	
Topics	<b>Intercultural relationships II: Cultural Miscommunication</b> Strategies for successful intercultural interactions Barriers to intercultural communication
Activity	Lecture and Discussion



	RADAR analysis Exploring communication approaches
Readings & Assignments	Vaughn Chap. 7 Pp. 129-152 <b>Reflection Paper Due</b>

Session 21	
Topics	<b>Crossing Cultures &amp; Mental Health II: Immigrants in a Global context</b>  Immigrant experience in Europe  Ulysses syndrome
Activity	Lecture and Discussion  Guest Speaker: TBD
Readings & Assignments	Turn in minimum <b>3 questions</b> for the <b>guest speaker</b>

Session 22	
Topics	<b>FIELD STUDY</b>
Activity	Field Study: TBD
Readings & Assignments	Appropriate shoes for field study

Session 23	
Topics	<b>Sojourners: Going back</b> Managing transition to home culture
Activity	Lecture A letter to myself end Film Excerpt III: Auberge Espagnole  Discussion
Readings & Assignments	Chwialkowska, A. (2020). Maximizing cross-cultural learning from exchange study abroad programs: Transformative learning theory. <i>Journal of Studies in International Education</i> , 24(5), 535-554.

Session 24	
Topics	<b>Conclusion: Course Review</b>
Activity	Jeopardy style review Course evaluation
Readings & Assignments	Review all course readings, handouts & class notes

Session 25	
Topics	<b>Sojourners V: Intercultural Interactions as sojourners: A final assessment</b>
Activity	Lecture and discussion

	Group exercise
Readings & Assignments	Wang, J. (2011) Communication and Cultural Competence: The Acquisition of Cultural Knowledge and Behavior. <i>Online Readings in Psychology and Culture</i> , 7(1). <a href="http://dx.doi.org/10.9707/2307-0919.1064">http://dx.doi.org/10.9707/2307-0919.1064</a>
Session 26	
Final Exam	

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.