



University of
New Haven

Cross Cultural Psychology

Section I: Course Overview

Course Code: PSY323FLR

Subject Area(s): Psychology

Prerequisites: none

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: See Below

Course Description

This course will introduce and explore the field of cross-cultural psychology. Students will learn the psychological impact of cultural influence on human behavior, attitudes, values, communication and societal organization. Special topics of ethnocentrism, individual vs. collective societies, plural societies, cultural views on mental health, and intercultural communication are highlighted. Students will also be afforded the opportunity to interview people from diverse backgrounds to learn from someone with a background that differs from theirs.

Learning Objectives

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

- Describe the impact of globalization on culture.
- Identify the cultural influences that shape perspective and knowledge.
- Discuss the similarities and differences in Italian culture and in North American culture.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

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 Assignments – 20% (5% each)

Mid-term Exam – 30%

Final Exam – 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

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 Assignments (20%, 5% each): Periodically, students are asked to view videos, movies, tv episodes or to observe their environment and to write their reflections of these programs using theories discussed in class. Successful reflections are then integrated into a discussion of the videos, movies, or tv episodes. Students receive specific instructions on each reflection assignment.

Mid-Term Exam (30%): The mid-term exam is a mixture of short questions, multiple choice, and short essays. The Midterm covers the first half of the semester.

Final Exam (30%): The Final exam is a mixture of short questions, multiple choice, and short essays. The Final Exam covers the second half of the semester.

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 tools. 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.

- Two observational walking tours with “pausa caffè”

Readings and Resources

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

Required

Bennett, M.J. (2004). *Becoming interculturally competent*, pp. 225-240

Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). *Cross-cultural psychology: Research and applications*. (2nd Ed.). Language (pp.147-152). Cambridge, UK: Cambridge University Press.

De Mauro, T. (1996). “Linguistic variety and linguistic minorities.” In D. Forgas & R. Lumley (Eds.) *Italian cultural studies* (pp.144-159). Oxford: Oxford University Press.

Dickie, J. (1996). “Imagined Italies”. In D. Forgas & R. Lumley (Eds.) *Italian cultural studies* (pp.19-33). Oxford: Oxford University Press.

Gundle, S. (2000). “Il bel paese: art, beauty and the cult of appearance”. In G. Bedani & B. Haddock (Eds.) *The politics of national identity* (pp.124-141). Cardiff: University of Wales Press.

Kohls, L.R. (1984). *The values Americans live by*. Meridian House International

Lustig, M. W., & Koester, J. (2013). *The potential for intercultural competence. Intercultural Competence: Interpersonal communication across cultures (7th Ed.)*, 286-309.

Matsumoto, D. & Juang, L. (2023). *Culture and psychology*, (7th Ed.). United Kingdom: Cengage Learning.

Nardini, G. (2009) *Definition of Bella Figura. Che Bella Figura! The Power of Performance in a Chicago Ladies Club*. (pp. 5-24) Albany, NY: State University of New York Press.

Oyserman, D. & Markus, H. R. (1993) “The Sociocultural Self.” In J. Suls (Ed.), *Psychological perspectives on the self*, Volume 4, (pp. 187-220). Hillsdale, NJ: Erlbaum.

Oyserman, D., Kimmelmeier, M., & Coon, H. M. (2002) “Cultural psychology, a new look: Reply to Bond (2002), Fiske (2002), Kitayama (2002), and Miller (2002).” *Psychological Bulletin*, 128, 110-117.

Passerini, L. (1996). “Gender relations.” In D. Forgas & R. Lumley (Eds.) *Italian cultural studies* (pp.144-159). Oxford: Oxford University Press.

Van Emmerik H. et al. (2010) *Gender ratio, societal culture, and male and female leadership* *Journal of Occupational and Organizational Psychology*, 83, pp.895-914

Course Calendar

Session 1	
Topics	Introduction to Cross Cultural Psychology
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Oyserman, D., Kimmelmeier, M., & Coon, H. M., pp. 110-117. • Oyserman, D. & Markus, H. R., pp. 187-220 • Kohls, L.R., pp. 1-17

Session 2	
Topics	Introduction to Italy and the Italians through an examination of its façade
Activity	Lecture and Discussion

Readings & Assignments	<ul style="list-style-type: none"> • Nardini, G., pp. 5-24 • Dickie, J., pp.19-33 • Gundle, S., pp.124-141 • Reflection Assignment 1
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Session 3	
Topics	Introduction to Italy and the Italians through an examination of its façade - cont'd
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Nardini, G., pp. 5-24 • Dickie, J., pp.19-33 • Gundle, S., pp.124-141

Session 4	
Topics	Social Behavior in Cultural Context
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Matsumoto, D. & Juang, L., pp. 82-104.

Session 5	
Topics	Cultural Transmission and Development
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Matsumoto, D. & Juang, L., pp. 82-104.

Session 6	
Topics	Language: Verbal and non-verbal communication
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R., pp.147-152 • De Mauro, T., pp.144-159 • Reflection Assignment 2

Session 7	
Active Learning Activities: Class visit with observational exercises	

Session 8	
Mid-term Exam	

Session 9	
Topics	Gender Roles
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Van Emmerik H. et al., pp.895-914 • Passerini, L. pp.144-159

Session 10	
Movie Showing and Discussion: <i>The Mask You Live In</i>	
<ul style="list-style-type: none"> • Reflection Assignment 3 	

Session 11	
Topics	Culture and Self-Identity

Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Reflection Assignment 4

Session 12	
Topics	Intercultural Communication
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Lustig, M. W., & Koester, J., pp.286-309. • Matsumoto, D. & Juang, L., pp. 226-253.

Session 13	
Topics	Becoming Culturally competent
Activity	Lecture and Discussion
Readings & Assignments	<ul style="list-style-type: none"> • Lustig, M. W., & Koester, J., pp.286-309. • Matsumoto, D. & Juang, L., pp. 226-253.

Session 14	
Active Learning Activity. Class Visit / Final Review and Class Conclusion	

Session 15	
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.