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## **Intercultural Interactions: A Psychological Perspective**

**UNH Course Code:** PSY320

**Subject Area(s):** Psychology

**Level:** 300

**Prerequisites:** 100-level psychology course

**Language of Instruction:** English

**Contact Hours:** 45

**Credits:** 3

### **Description:**

This course offers an 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. Psychology offers insight and understanding to intercultural interaction in an increasingly globalized world. The course presents a unique opportunity for you to combine academic learning with personal development in relation to your experience as sojourner (understand the influence of your culture on your behavior, your intercultural interactions and your cultural adjustment) during your study abroad period. To this end three classes are dedicated to the sojourner experience at relevant intervals in the course, permitting you to integrate your personal experience with psychological theory, thus enabling you to maximize your academic learning through vital experiences. Furthermore, a fourth class, in a similar vein, offers you the opportunity to identify skills acquired during your period of study abroad and how these skills can be used on your return home.

The academic material is divided into five core topics and, where possible, will focus on how the theory applies in Spain/Catalonia. It will emphasize an important aspect of the study of psychology (application to people and real life) and simultaneously heightening your awareness of the culture in which you are living. The first topic addresses the conceptualization of the abstract nature of culture and complex nature of intercultural communication, concluding with a field study to a Catalan cultural center, enabling you to differentiate Catalan culture from Spanish culture. Secondly, the role of socialization is introduced, promoting your self awareness of your own culture; permitting the development of a flexible ethnocentric approach for your cultural adjustment. The concrete example of the complex and contentious issue of the solely Catalan speaking education system serves to illustrate how education in childhood is an important socializing agent. Intercultural communication is the third topic and here we address verbal and non verbal communication, the intricacies of intercultural communication problems and how these difficulties and misunderstandings can be addressed. The fourth topic is the complex area of the role of culture in relation to health, both physical and mental, and health behaviors, universalistic and relativistic understanding of illness, and the impact on communication in the client practitioner relationship where cultural background is not shared. We then focus on the well documented mental health problems experienced by immigrants in Europe, including Spain (Ulysses Syndrome) primarily provoked by crossing cultures. Finally, the fifth topic considers inter-group relations in general (in and out groups, psychological process in development of stereotypes and forms and

function of prejudice, and then focuses on relations between groups in Spain (the immigrant community) through a combination of readings, guest speakers and on-site learning.

The course concludes looking forward to the future of intercultural interaction and how you can implement your new intercultural skills in this future in an increasingly globalized world.

**Learning Objectives:**

- to identify new skills you acquire as a result of studying abroad
- to describe how socialization impacts on behavior and is linked to culture
- to describe different approaches to understanding health in a wide range of cultures
- to be able to apply theory and concepts learned in class to your experience as a sojourner/ study abroad student
- to determine objective and subjective aspects of Spanish and Catalan culture and produce critical incidents
- to critique differing approaches within psychology in taking culture into consideration in research
- to analyze the role of culture in interpersonal interactions
- to compare and contrast differing relativism and universalism in relation to health
- to account for the psychological impact immigrants experience crossing cultures
- to explain the concept of culture

**Instructional Format:**

This course is comprised of traditional lectures, in-class discussions and exercises, student *exposés*, documentary films, extensive outside readings, a reflection paper, a number of field studies to NGOs and institutions, and guest speakers.

**Form of Assessment:**

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	10%
In-Class Exercises	15%
Reflection Paper (Draft Outline)	5%
Reflection Paper (Final)	15%
Critical Incidents Presentation	20%
Midterm Exam	15%
Final Exam	20%

Class Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	<b>A+</b> 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	<b>A-/A</b> 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	<b>B/B+</b> 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	<b>C+/B-</b> 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C</b> 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	<b>D+/C-</b> 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	<b>D-/D</b> 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	<b>F</b> Below 6.00

In-Class Exercises (15%): In each class period, you will have the opportunity to work with the material of the day to produce a small exercise, which will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to the specific experience and knowledge you acquire here in the city. Included in these exercises may be quizzes, free writing exercises and group activities. The exercise and what is expected of you will vary from day to day. You will also be required to make a number of oral presentations related both to course readings and to your individual research projects.

Reflection Paper (5%+15%): The instructor will explain in detail the specific approach and suggested content that will be integrated into your paper. You will submit a draft copy to the instructor which will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly work and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on content.

Critical Incidents Presentation (20%): Critical incidents are short vignettes in which people from different cultures interact with the intention of pursuing some common goal. It becomes evident that there is a culture clash and the two parties fail to accomplish their task, usually as a result of an unintended misinterpretation of events or a misunderstanding of the subjective meaning of a behavior. Four rationales for the failures are presented, but only one is correct. In groups, you will develop a series of critical incidents based on your own experiences or observations made on American students interacting in Barcelona, or Spain which you will present in class on two occasions; once early in the semester while you are still novices in Spain, and once towards the end when you should be able to demonstrate understanding of subjective aspects of culture and the role you play in successful interactions. The presentations are interactive as the “audience” must choose the correct rationale and offer an appropriate explanation. The presentation is graded in terms of content of the critical incidents and, to a lesser degree, presentation skills and creativity in approach. The instructor will provide clear guidelines and examples of critical incidents will be given in class.

Mid-Term & Final Exams (15%+20%): The midterm and final exams are designed to establish and communicate the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

### **CEA Attendance Policy:**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

### **Required Readings:**

The required course textbooks listed below are available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy.

Brislin, R. (2000) *Understanding culture's influence on behaviour*. Wadsworth Publishing. 2<sup>nd</sup> Edition, ISBN 0-15-508340-6 (paperback), 468p

Jandt, F.E. (2007) *An Introduction to intercultural communication: Identities in a global community*. Sage Publications Inc. 5<sup>th</sup> Edition. ISBN 1-4129-1442-6 (paperback), 437p

Periodical literature, articles, documents, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. You will be required to use these resources throughout your studies.

Agency for fundamental human rights (2007) Racism and xenophobia in EU member States. pp.7-16, 134-156. [fra.europa.eu/fra/material/pub/racism/report\\_racism\\_0807\\_en.pdf](http://fra.europa.eu/fra/material/pub/racism/report_racism_0807_en.pdf)

Bennett, J.M. (1986) "Modes of cross cultural training. Conceptualising cross cultural training as education". *International Journal of Intercultural Relations*, Vol 10(2), Special issue: Theories and methods in cross-cultural orientation. pp. 117-134.

Belen Agrala. Spain as a recent country of immigration. How immigration became a political, a symbolic and cultural problem in the new Spain. Pp. 1-19  
<http://www.ccis-ucsd.org/publications/wrkg57.PDF>

Carta, M.G. et al. Migration and mental health in Europe. *Clinical Practice and Epidemiology in Mental Health* 2005, **1**:13  
<http://www.cpementalhealth.com/content/1/1/13>

Gong, Y. & Fan, J. (2006) Longitudinal examination of the role of goal orientation in cross-cultural adjustment.; *Journal of Applied Psychology*, Vol 91(1), pp. 176-184.

Huguet, A. & Llorca, E. Language attitudes of school children in two Catalan/Spanish bilingual communities in *International Journal of Bilingual Education and Bilingualism*, vol.4, no. 4., 267-282  
<http://www.multilingual-matters.net/beb/004/beb0040267.htm>

Jasinskaja-Lahti, I.& Liebkind, K. (2007) A structural model of acculturation and well-being among immigrants from the former USSR in Finland. *European Psychologist*, Vol 12(2). pp. 80-92

Lien, L. et al. (2005) Own and parental war experience as a risk factor for mental health problems among adolescents with an immigrant background: results from a cross sectional study in Oslo, Norway *Clinical Practice and Epidemiology in Mental Health* 2006, **2**:30  
<http://www.cpementalhealth.com/content/1/1/13>

Lee, R. M., Grotevant, H.D., Hellerstedt, W.L. & Gunnar, M.R. (2006) Cultural socialization in families with internationally adopted children. *Journal of Family Psychology*, Vol 20(4). pp. 571-580

Matlock, C. (2007) How Spain Ortega Perez, N. (2000) Spain: Forging an Immigration policy pp. 1-9  
[.http://www.migrationinformation.org/feature/display.cfm?ID=97n](http://www.migrationinformation.org/feature/display.cfm?ID=97n) thrives on Immigration.  
[http://www.businessweek.com/globalbiz/content/may2007/gb20070509\\_505675\\_page\\_2.htm](http://www.businessweek.com/globalbiz/content/may2007/gb20070509_505675_page_2.htm)

Martin, J. (1987) The relationship between student sojourner perceptions of intercultural competencies and previous sojourn experience. *International Journal of Intercultural Relations*, Vol 11(4). pp. 337-355

Ortega Perez, N. (2000) Spain: Forging an Immigration policy pp. 1-9  
[.http://www.migrationinformation.org/feature/display.cfm?ID=97](http://www.migrationinformation.org/feature/display.cfm?ID=97)

Pettigrew, T.F. (2008) Future directions for intergroup contact, theory and research. *International Journal of Intercultural Relations* , Vol.23 pp.187-199

Pugliese, J, & Tinsley, B. (2007) Parental socialization of child and adolescent physical activity: A meta-analysis. *Journal of Family Psychology*, Vol 21(3), pp. 331-343

Shaffer, M. A.; Harrison, D.A.; Gregersen, H.; Black, J. S.; Ferzandi, L. A. (2006) You can take it with you: Individual differences and expatriate effectiveness. *Journal of Applied Psychology*, Vol 91(1), pp. 109-123

Shupe,E. (2007) Clashing Cultures. A model of international student conflict. *Journal of Cross Cultural Psychology*, 38 Pp.750 –771

Sizoo, S. & Serrie, H. Developing cross cultural skills of international business students. *Journal of Instructional Psychology* Vol 31 No. 2 p.160 -168

Sussman, N.M. (2000). The dynamic nature of cultural identity throughout the cultural transitions: Why home is not so sweet. *Personality and Social Psychology Review*, 4, 355-373.

Sussman, N.M. (2002). Testing the Cultural Identity Model of the cultural transition cycle: Sojourners return home. *International Journal of Intercultural Relations*. Vol. 26, Issue 4, pp 391-408

The following *Online Readings in Psychology and Culture*, (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA:

Marsella, A. J. (2003). Cultural aspects of depressive experience and disorders.. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.) (Unit 9, Chapter 4)

Nipoda, Y. (2002). Japanese culture and therapeutic relationship. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), (Unit 10, Chapter 3).

Pedersen, P. B. (2002). The making of a culturally competent counselor. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), (Unit 10, Chapter 2).

Ryder, A. G., Yang, J., & Heini, S. (2002). Somatization vs. psychologization of emotional distress: A paradigmatic example for cultural psychopathology. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), (Unit 9, Chapter 3).

Sam, D. L., & Moreira, V. (2002). The mutual embeddedness of culture and mental illness. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.) (Unit 9, Chapter 1).

Tanaka-Matsumi, J., & Chang, R. (2002). What questions arise when studying cultural universals in depression? Lessons from abnormal psychology textbooks. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), (Unit 9, Chapter 2).

Vontress, C. E. (2002). Culture and counseling. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.). (Unit 10, Chapter 1).

Wang, J. (2002). Knowing the true face of a mountain: Understanding communication and cultural competence. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), (Unit 16, Chapter 3).

West, T., & Levy, S. R. (2002). Background belief systems and prejudice. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), (Unit 15, Chapter 4).

Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

### **Recommended Readings:**

The following sources may be selected and assigned throughout the semester and they are available at CEA Resource Center.

Achotegui, J. (2004). Immigrants living in extreme situation. Immigrant syndrome with chronic and multiple stress. The Ulysses Syndrome. Unpublished manuscript, Barcelona. Pp.1-3.

Barley, Nigel. (1983) *The innocent anthropologist. Notes from a mud hut*. London: Penguin

Berry, J.W. (1994). Acculturative Stress. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 211-218. Boston, MA: Allyn and Bacon.

Bhugra, D. (2004) Migration and Mental Health *Acta Psychiatrica Scandinavica* 109 243 –258

Bochner, S. (1994). Culture Shock. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 245-253. Boston, MA: Allyn and Bacon.

- Boesch, E. (1994). First Experiences in Thailand. In Ed. J.W. Lonner and R.S. Malpass *Psychology and Culture*: 47-51. Boston, MA: Allyn and Bacon
- Brislin, R. (1994). Preparing to live and work elsewhere. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 239-242. Boston, MA: Allyn and Bacon.
- Fadiman, A. (1997) *The Spirit Catches you and you fall down*. Farrar, Straus, and Giroux,
- Hickson, J. (1994). Coming home again. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 253-259. Boston, MA: Allyn and Bacon.
- Haddon, Mark. (2004) *The curious incident of the dog in the night*. Random House
- Hosseini, K. (2003) *The Kite Runner*. Bloomsbury Publ.
- Lopez, L. & Crespo, R. (2003). The social exclusion of immigrants. The causes and dynamics of social exclusion among immigrants in Europe. Analysis of three cases: Denmark, Italy and Spain. *Varese: Stampa Natura e Solidarieta*, 187- 200.
- Matsumoto, D. & Juang, L. (2004). Ethnocentrism, prejudice and stereotypes. *Culture And Psychology* 3rd Edition: 61-81. Belmont, CA: Wadsworth.
- Matsumoto, D. (ed.). (2001). *Handbook of Culture and Psychology*. Oxford, UK: Oxford University Press
- Mezzich, J.E., Kirmayer, L.J., Kleinman, A., Fabrega, H, Jr., Parron, D.L., Good, B.J., Lin, K. M., & Manson, S.M. (1999). The place of culture in DSM-IV, *Journal of Nervous and Mental Disease*, **187** (8), 457-464
- Paige, R.M. (1993) On the nature of Intercultural Experiences and Intercultural Education. In R. M. Paige (ed.), *Education for the intercultural experience*: 1-18. London: Nicholas Brealey Publishing.
- Segall, M.H., Dasen, P.R., Berry, J.W. & Poortinga, Y. H. (1999) *Human Behavior in Global Perspective: An introduction to cross cultural psychology*. Boston: Allyn & Bacon.
- Storti, C. Figuring foreigners out. A practical guide Intercultural Press
- Storti, C. The art of coming home. Intercultural Press
- Storti, C. The Art of crossing cultures. Intercultural Press
- Ward, C. (2001) The A B C's of acculturation. In D. Matsumoto (ed.), *Handbook of culture and psychology*: 411-436. Oxford: Oxford University Press.
- Wattley-Ames, H. (1999) Spain is different. Yarmouth: Intercultural Press, Inc.
- Weaver, G.R. Understanding and coping with cross cultural adjustment stress. In R. M. Paige (ed.) *Education for the intercultural experience*: 136-156. London: Nicholas Brealey Publishing.

### Online References

On line readings in Psychology and Culture  
[www.ac.wvu.edu/~culture/readings.htm](http://www.ac.wvu.edu/~culture/readings.htm)

The annual report regarding racism and xenophobia in the EU 2007  
[http://fra.europa.eu/fra/material/pub/racism/report\\_racism\\_0807\\_en.pdf](http://fra.europa.eu/fra/material/pub/racism/report_racism_0807_en.pdf)

Dictionary of non verbal communication  
<http://members.aol.com/nonverbal2/diction1.htm>

Migration and Health (English option)  
[http://www.migra-salut-mental.org/index\\_en.htm](http://www.migra-salut-mental.org/index_en.htm)

Psychological skills related to cultural adjustment  
<http://www.davidmatsumoto.info/Articles/Psychological%20skills%20related%20to%20intercultural%20adjustment.pdf>

Intercultural sensitivity  
<http://www.library.wisc.edu/EDVRC/docs/public/pdfs/SEEDReadings/intCulSens.pdf>

British newspapers which carry European news (e.g. articles on social racism in Spain, immigration)  
[www.bbc.co.uk](http://www.bbc.co.uk)  
[www.guardian.co.uk](http://www.guardian.co.uk)

**Required Supplies/Fees:** None



# Intercultural Interactions: A Psychological Perspective

## Course Content

Session	Topic	Activity	Student Assignments
1	<p style="text-align: center;"><b>Course Introduction</b></p> <p><b>Introduction to Psychology, Culture and Communication</b> Introductory concepts</p>	<p>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</p>	<p>Ensure textbook purchases</p>
2	<p style="text-align: center;"><b>Conceptualizing Culture</b></p> <p>Definitions of culture Checklist of features of culture</p>	<p>Lecture &amp; Cultural simulation exercise</p>	<p>Brislin, chap.1 pp.1-33</p>
3	<p style="text-align: center;"><b>Theoretical Concepts for Understanding Culture</b></p> <p>Ethnocentrism, attributions and disconfirmed expectancies Emic and etic approaches</p>	<p style="text-align: center;">Lecture &amp; Discussion</p> <p style="text-align: center;">Critical incidents exercise</p> <p>Assign groups for presentations</p>	<p>Brislin, chap. 2 pp. 34-67</p> <p>Read handout on Critical incidents presentation</p>
4	<p style="text-align: center;"><b>Sojourners I</b></p> <p>Managing transition Emotional Rollercoaster</p>	<p>Lecture</p> <p>Film Excerpt I: Pot Luck</p> <p>Group work</p>	<p>Martin, J. (1987) The relationship between student sojourner perceptions of intercultural competencies and previous sojourn experience <i>International Journal of Intercultural Relations</i>, Vol 11(4). pp. 337-355</p> <p>Shaffer, M. A.; Harrison, D.A.; Gregersen, H.; Black, J. S.; Ferzandi, L. A. (2006) You can take it with you: Individual differences and expatriate effectiveness. <i>Journal of Applied Psychology</i>, Vol 91(1), pp. 109-123</p>

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## Course Content

Session	Topic	Activity	Student Assignments
5	<b>Socialization into a Cultural Context I</b> Awareness of own cultural context Socialization processes according to culture	Group exercise Lecture & discussion	Brislin, chap. 5 pp. 112 –133  Pugliese, J, & Tinsley, B. (2007) Parental socialization of child and adolescent physical activity: A meta-analysis. <i>Journal of Family Psychology</i> , Vol 21(3), Sep 2007. pp. 331-343
6	<b>Socialization into a Cultural Context II</b> Children’s involvement in their own socialization Children as active participants	Lecture Documentary Excerpt: Born into Brothels Discussion Distribution of handout on observation exercises	Brislin, chap. 5 pp. 133-150  Lee, R. M., Grotevant, H.D., Hellerstedt, W.L. & Gunnar, M.R. . (2006) Cultural socialization in families with internationally adopted children. <i>Journal of Family Psychology</i> , Vol 20(4). pp. 571-580
7	<b>Schools and Socialization: the Catalonian Case</b> Schools as socializing agents Catalan Education system/ Bilingualism in Catalonia/ preservation of Catalan	Lecture & Discussion	Brislin, chap. 5 pp.164-170, 176-184  Huguet, A. & Llorca, E. Language attitudes of school children in two Catalan/Spanish bilingual communities. <i>International Journal of Bilingual Education and Bilingualism</i> , vol.4, no. 4., 267-282 <a href="http://www.multilingual-matters.net/beb/004/beb0040267.htm">http://www.multilingual-matters.net/beb/004/beb0040267.htm</a>
8	<b>Interacting Successfully with other People I</b> Communication contexts Non verbal communication & culture	Group work Lecture Submit observation exercise	To have completed observation exercise handed out previous week  Jandt Chap. 2 Pp. 35-44 Jandt Chap 5 Pp. 97-119

# Intercultural Interactions: A Psychological Perspective

## Course Content

Session	Topic	Activity	Student Assignments
9	<b>Interacting Successfully with other People II</b> Complexities of intercultural communication	Group work Lecture and discussion	Jandt, chap. 6 pp.122-154
10	<b>Interacting Successfully with other People III</b> Culture general and culture specific training for more effective intercultural interaction	Lecture & Discussion	Brislin, chap.7, pp.260-277  Sizoo, S. & Serrie, H. Developing cross cultural skills of international business students. <i>Journal of Instructional Psychology</i> Vol 31 No. 2 p.160 -168
11	<b>Critical Incident Presentation I</b>	Student Presentations	Shupe,E. (2007) Clashing Cultures. A model of international student conflict. <i>Journal of Cross cultural Psychology</i> , 38 Pp.750 –771  Final preparation of critical incidents
12	<b>Mid-Term Review</b>	Student led review of course	Review all course readings, handouts & notes
13	<b>Mid-Term Examination</b>	Mid-Term Examination	Review all course readings, handouts & notes
14	<b>Culture and Health</b> Universalism and Relativism in approaches to health	Lecture Case studies	Brislin, chap. 10 pp. 366-380  Sam, D. L., & Moreira, V. (2002). The mutual embeddedness of culture and mental illness. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 9, Chapter 1), ( <a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a> ),

# Intercultural Interactions: A Psychological Perspective

## Course Content

Session	Topic	Activity	Student Assignments
15	<p><b>Culture and Mental Health</b>                      Depression and Schizophrenia in cultural context                      Culture bound syndromes                      DSM IV and culture</p>	Lecture and discussion	<p>Tanaka-Matsumi, J., &amp; Chang, R. (2002). What questions arise when studying cultural universals in depression? Lessons from abnormal psychology textbooks. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, &amp; D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 9, Chapter 2), (<a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a>),</p> <p style="text-align: center;">Brislin, chap. 10 pp. 380-388</p> <p>Marsella, A. J. (2003). Cultural aspects of depressive experience and disorders.. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, &amp; D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 9, Chapter 4), (<a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a>),</p> <p>Ryder, A. G., Yang, J., &amp; Heini, S. (2002). Somatization vs. psychologization of emotional distress: A paradigmatic example for cultural psychopathology. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, &amp; D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 9, Chapter 3), (<a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a>),</p>
16	<p><b>Culture and Health Professionals</b>                      Developing cultural sensitivity in professionals dealing with clients from different cultural backgrounds</p>	<p>Lecture                      Video footage from instructor's ethnographic fieldwork with traditional healers in Africa                      Discussion</p>	<p style="text-align: center;">Brislin, chap. 10 pp. 389- 408</p> <p>Vontress, C. E. (2002). Culture and counseling. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, &amp; D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 10, Chapter 1), (<a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a>),</p> <p>Pedersen, P. B. (2002). The making of a culturally competent counselor. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, &amp; D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 10, Chapter 2), (<a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a>),</p> <p>Nipoda, Y. (2002). Japanese culture and therapeutic relationship. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, &amp; D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 10, Chapter 3), (<a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a>),</p>

# Intercultural Interactions: A Psychological Perspective

## Course Content

Session	Topic	Activity	Student Assignments
17	<b>Crossing Cultures and Mental Health</b> Impact of immigration on mental health Ulysses syndrome	Debate (universalism v relativism) Lecture & discussion	Lien, L. et al. (2005) Own and parental war experience as a risk factor for mental health problems among adolescents with an immigrant background: results from a cross sectional study in Oslo, Norway <i>Clinical Practice and Epidemiology in Mental Health</i> 2006, <b>2</b> :30 <a href="http://www.cpementalhealth.com/content/1/1/13">http://www.cpementalhealth.com/content/1/1/13</a>  Carta, M.G. et al. Migration and mental health in Europe. <i>Clinical Practice and Epidemiology in Mental Health</i> 2005, <b>1</b> :13 <a href="http://www.cpementalhealth.com/content/2/1/30">http://www.cpementalhealth.com/content/2/1/30</a>
18	<b>Sojourners 2</b> Developing intercultural sensitivity Cultural adjustment theories	Lecture Film Excerpt II: Pot Luck Discussion	Bennett, J.M., Modes of cross cultural training. Conceptualising cross cultural training as education. <i>International Journal of Intercultural Relations</i> , Vol 10(2), 1986. Special issue: Theories and methods in cross-cultural orientation. pp. 117-134.  Gong, Y. & Fan, J. (2006) Longitudinal examination of the role of goal orientation in cross-cultural adjustment.; <i>Journal of Applied Psychology</i> , Vol 91(1), pp. 176-184.)
19	<b>Intergroup Relations: Cultures in Contact I</b> Psychological mechanisms behind stereotypes Forms and functions of prejudice	Lecture & Discussion	Brislin Chap. 6 Pp. 198-222  West, T., & Levy, S. R. (2002). Background belief systems and prejudice. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 15, Chapter 4), ( <a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a> ),
20	<b>Intergroup Relations: Cultures in Contact II</b> Interventions for effective intercultural Interaction	Lecture & Discussion	Brislin, chap. 6 pp.226-260
21	<b>Intergroup Relations: cultures in Contact III</b> Role of immigration in bring cultures into contact	Lecture & Discussion	Jandt, Chap.12 pp.293 -326

# Intercultural Interactions: A Psychological Perspective

## Course Content

Session	Topic	Activity	Student Assignments
22	<p><b>Intergroup Relations in Spain 1</b> Racism in Spain today</p>	<p>SOS Racisme <a href="http://www.sosracisme.org/">http://www.sosracisme.org/</a> NGO devoted to fight against social and institutional racism in Europe since 1989</p>	<p>Racism and xenophobia in the member states of the EU, 2007 pp.7-16, 134-156 <a href="http://fra.europa.eu/fra/material/pub/racism/report_racism_0807_en.pdf">fra.europa.eu/fra/material/pub/racism/report_racism_0807_en.pdf</a></p> <p>Prepare a series of relevant questions for the speaker to be submitted to professor by e mail before class begins</p>
23	<p><b>Intergroup relations in Spain 2: Immigrants in Spain</b> Short background to immigration to Spain Social challenges faced by immigrants</p>	<p>Lecture Film Excerpt: <i>Bwana</i> Discussion</p>	<p>Ortega Perez, N. (2000) Spain: Forging an Immigration policy pp. 1-9 <a href="http://www.migrationinformation.org/feature/display.cfm?ID=97">.http://www.migrationinformation.org/feature/display.cfm?ID=97</a></p> <p>Belen Agrala (Spain as a recent country of immigration. How immigration became apolitical a political , a symbolic and cultural problem in the new Spain. Pp. 1-19 <a href="http://www.ccis-ucsd.org/publications/wrkg57.PDF">http://www.ccis-ucsd.org/publications/wrkg57.PDF</a></p> <p>Matlock, C. (2007) How Spain thrives on Immigration <a href="http://www.businessweek.com/globalbiz/content/may2007/gb20070509_505675_page_2.htm">http://www.businessweek.com/globalbiz/content/may2007/gb20070509_505675_page_2.htm</a></p>
24	<p><b>Intergroup relations in Spain 3: immigrants in Spain</b> Immigrant experience in Barcelona</p>	<p>Review of proposed questions Guest Speaker: Female, Russian, legal, immigrant explaining her journey, reception and experience in Barcelona</p>	<p>Jasinskaja-Lahti, I.&amp; Liebkind, K. (2007) A structural model of acculturation and well-being among immigrants from the former USSR in Finland. <i>European Psychologist</i>, Vol 12(2). pp. 80-92.</p> <p>Prepare a series of relevant questions for the speaker to be submitted to professor by e mail before class begins</p>
25	<p><b>Intercultural interactions and the future</b></p>	<p>Submit reflection papers  Group work Lecture</p>	<p>Brislin, chap. 11, pp. 409-424</p> <p>Pettigrew, T.F. (2008) Future directions for intergroup contact, theory and research. <i>International Journal of Intercultural Relations</i> Vol.23 pp.187-199</p>
26	<p><b>Critical incidents presentations II</b></p>	<p>Student presentations</p>	<p>Final preparation of critical incidents</p>

## Intercultural Interactions: A Psychological Perspective

### Course Content

Session	Topic	Activity	Student Assignments
27	<b>Sojourners III: Returning Home</b> Reverse culture shock Managing transition to home culture	Lecture Film Excerpt III: Pot Luck Discussion	Sussman, N.M. (2000). The dynamic nature of cultural identity throughout the cultural transitions: Why home is not so sweet. <i>Personality and Social Psychology Review</i> , 4, 355-373.  Sussman, N.M. . 2002. Testing the Cultural Identity Model of the cultural transition cycle: Sojourners return home. <i>International Journal of Intercultural Relations</i> . Vol. 26, Issue 4, pp 391-408 <a href="http://psr.sagepub.com/cgi/reprint/4/4/355">http://psr.sagepub.com/cgi/reprint/4/4/355</a>  Completion of preparatory exercises
28	<b>Identification of new skills and potential application</b>	Group exercises  Discussion	Wang, J. (2002). Knowing the true face of a mountain: Understanding communication and cultural competence. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 16, Chapter 3), ( <a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a> ).  Completion of 142 item questionnaire
29	<b>Conclusion: Course Review</b>	Student led review of course Course evaluation	Review all course readings, handouts & notes
30	<b>Final Examination</b>	Final Examination	