



KIIS Argentina Program, Summer 2024

PSY 355 Cross-Cultural Psychology

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Instructor's office hours: on site and by appointment

Syllabus subject to change

Course Description

The main goals of psychology are to increase our understanding of human behavior and mental processes, and to use this information to make people's lives better. Cross-cultural psychology is the branch of psychology that studies the ways in which culture shapes human thought and behavior. This course is designed to explore the impact of culture on some of the major principles, theories, and applications of psychology.

Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

Course Objectives/Student Learning Outcomes

Students will...

1. Apply ideas from research in cross-cultural psychology to their life and experiences in Argentina. How assessed: reaction papers, mini-presentation, final presentation
2. Teach and learn from classmates the various ideas from cross-cultural psychology. How assessed: jigsaw activities

Additional hopes

Students will...

1. Increase their sensitivity and awareness of the differences and similarities of people from different cultures.
2. Improve their understanding of the idiosyncrasies of their own culture.

Major topics covered in the course

Research methods, ethnocentrism, gender/sexuality, personality, individual differences, developmental psychology, abnormal psychology, and social psychology.

Required Readings and Materials

There is not one single text book, but rather a series of readings that will be available online through a shared Google drive or dropbox folder. You will need to complete a Reading Anticipation Guide (see below) before you come to class that will require you to complete the reading prior to the class in which we will discuss it.

Attendance

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

Graded Assignments

The course will involve the following activities:

- In class activities
- Class discussions
- Field excursions and observation assignments organized for our entire travel group
- Short papers
- Most Important Concepts reflections
- Final mini-presentation

Detailed instructions for all activities will be provided in class.

Field Excursions/Travel Day Assignments

When we take a travel day, you will be exploring culture related topics in the context of Buenos Aires' surrounding areas. To help structure this learning, when we travel, take a picture-taking device and be ready to take photos as directed for your field excursion assignments.

Reading Anticipation Guides (RAG)

These short assignments are designed to prepare you for each reading. The idea is that you read the statements on each guide BEFORE you read the assigned reading, indicating if you agree or disagree with each. There is no right or wrong answer for these questions. Then as you read the reading you will discover if your initial answer was right or wrong. Then you should reflect on why you think you

were right or wrong initially, and add any thoughts you have about the issue. You'll understand how it works once you see the RAGs

Most Important Concepts (MICs)

In class, I will be asking you what you think the most important concept was for each day we have a class discussion about cross cultural psychology. More on these in class.

Short papers

The short papers will follow up on class discussions. These are typically 1 typewritten page long and are meant as reflections rather than research or investigation. I don't want you spending lots of time in your rooms writing papers.

Presentation

You will make a short presentation that ties your experiences while abroad to the course materials. I'll explain more about the content of the presentations, and we can discuss options for creating them in class.

Final Exam

This exam will be completed during the last day of class—it will consist of selected questions and concepts from our field excursion assignments, RAGs, and MICS

Grading

Course grades will be based on the total number of points earned on each of the following activities:

Source of points
8 RAGs – 2 points each, 16 points total
10 MICs – 2 points each, 20 points total
4 short papers – 4 points each, 16 points
10 field excursion assignments—3 points each, 30 points
1 mini presentation – 18 points
Final Exam 20 points
120 points total

Letter grades for the course will be assigned as follows:

90-100% of the total points available = A

80-89% of the total points available = B

70-79% of the total points available = C

60-69% of the total points available = D

0-59% of the total points available = F

Late Work/Make-up Work

Late work or make up work will be given at the discretion of the instructor. The validity of an excuse given as a reason for missing an exam or assignment will be determined by the instructor with consultation from the program director if needed. The instructor reserves the right to not allow late work or make-up work, or to give late or make-up work which is more difficult, less convenient, or in a different form than the original.

What to bring to class

1. The reading for the day (can be electronic version or paper).
2. Your completed RAG for that reading (can be electronic version or paper).
3. Laptop, tablet, phone, or any device that can access the web.

Disability Accommodation

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual

misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eeo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

See the table below for assignments and activities on our "in class" days. You'll also receive short on-the-move think and share assignments for our whole program excursion days.

Psychology 355			
Topic, Reading, and Assignment Schedule*			
Date	In Class	Read and complete RAG before coming to class	Assignment Due
Class 1	Syllabus/class overview	<p>In class reading: Psychological Science in Argentina Benito, 2012 https://www.apa.org/international/pi/2012/10/argentina</p> <p>Stephenson, S. ,Argentina Tangos and Cafes Chapter</p>	
Class 2	Cultural Psychology	<p>Psychological, Sociological, and Cultural Social Psychology in Latin America (Diza-Loving & Del Castillo, 2018)</p> <p>RAG 1 MIC 1</p>	
Class 3	Ethnocentrism	<p>Miner (1956) About Miner: Nelson, 2017 One RAG for both: RAG 2 MIC 2</p>	Biases in real life paper
Class 4	Cultural Dimensions	<p>Hofstede (2011) RAG 3 MIC 3</p>	

Class 5	IAT day plus Research and plan mini-presentation	IAT (in class) https://www.npr.org/2020/06/20/880379282/the-mind-of-the-village-understanding-our-implicit-biases (The Mind of the Village Shankar Vedantam in class)	
Class 6	Culture and gender/sexuality	Wade & Tavis Buss (1994) https://www.youtube.com/watch?v=8xee963RoU (in class) RAG 4 MIC 4	IAT paper
Class 7	Culture and personality	Triandis (2001) [Read through p. 917] RAG 5 MIC 5	
Class 8	Culture and Individual differences	Schmitt, Allik, McCrae, & Benet-Martinez (2007) [Focus on p. 173-179, Tables 3 & 5, Figures 1-5, and p. 196-212] RAG 6 MIC 6	
Class 9	Catch-up day plus Your worst cross-cultural experience so far paper in class	McGann, n.d. https://thewritepractice.com/worst-experience/ MIC 7	Your worst cross-cultural experience so far paper (complete in class)
Class 10	Culture and Development	Phinney & Devich-Navarro (1997) Vignoles et al (2016) One RAG for both: RAG 7 MIC 8	
Class 11	Culture and Psychological Disorders	Arkowitz & Lilienfeld (2009) Katayama (2009) https://www.nytimes.com/2009/07/26/magazine/26FOB-2DLove-t.html RAG 8 MIC 9	

Class 12	Culture and Social psychology	<p>Myers (2016) Chapter 5</p> <p>https://diasmumpuni.files.wordpress.com/2018/02/david_g-myers_social_psychology_10th_editionbookfi.pdf</p> <p>Drew, Sleet & Mikulak (2016)</p> <p>One RAG for both: RAG 9 (extra point or make up if needed)</p> <p>MIC 10</p>	Cultural disorders paper
Class 13	Mini- Presentations!		Mini- Presentations
Class 14	Final Exam (finish presentations if needed)		Final Exam

***The instructor reserves the right to make changes in the course.**

Excursion Assignments

Order may vary	Place as Text	Assignment	Assignment due
1	Walking Tour	1.) Bumper Sticker for your Walk 2.) What cultural observations strike you from your very first experience in our summer place as text? 3.) What do you want to learn more about? What questions do you have? 4-5.) Take, share, and narrate in one sentence 1 non-selfie photo from today's walk on our class facebook group	Excursion assignment
2	US Embassy	1.) Make an observation about the outside of this building. 2.) Does there appear to be a difference between Argentinian culture and the social and physical environment inside the US Embassy building? 3.) What is the primary purpose of an embassy? 4.) What service can you imagine needing at a US embassy? 5.) What flags are present? US only? Is there a flag rule for embassies in general or does it vary?	Excursion assignment
3	Tango Class	1.) What kind of music is being played? Have you heard this before? What's the feel? 2.) How does this dance differ from how you usually dance? 3.) How might this dance have influenced US dancing and music? 4-5.) A photo of you in a tango pose. Share in our class facebook group with a short narration of how you reacted to learning to tango.	Excursion assignment
4	ESMA and Espacia Memoria	1.) Read this: https://www.ohchr.org/en/issues/disappearances/pages/disappearancesindex.aspx 2.) And choose two sections of this: P. 429-431 recommended plus one more of your choice	Excursion assignment

		https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1746&context=cjil 3-5). Post an informed narration for one sensitively taken photo from our excursion today on our class facebook group.	
5	Feria de Mataderos	1.) Compare to a town festival from your home town (name the comparison). 2.) Living spaces have both surface realities and hidden truths, both of which have a direct impact on people living in them. What are some examples of each of these-surface vs hidden-that you can find in this district? 3.) Quick skim. I know we're not in the workplace, but can you catch one of these biases in your thinking today? Which one? https://www.thehrsource.com/post/5-types-of-unconscious-bias-in-the-workplace 4-5) Post a cultural-observation narrated photo from the excursion on our class facebook site.	Excursion assignment
6	Asado and Wine	1.) Enjoy a taste of beef and/or wine (I hope!) 2.) Have you attended a winery tour or tasting or similar event in the US? If so, please compare to today's experience. 3.) Make an interesting observation comparing or contrasting the culture of eating or drinking in Argentina vs. your home culture. 4-5.) Share two facts you learned about beef and/or wine and how you plan to apply them in your daily life.	Excursion assignment
7	IT lecture	1.) Read this: http://www.masters-in-psychology.net/faq/how-is-technology-changing-psychology/ 2.) Draw a parallel between this reading and what you learn today. 3.) Note differences between IT in Argentina and in your home community	Excursion assignment
8	La Bomba de Tiempo	1-2.) Enjoy the show! 3.) Compare to shows of similar size you've seen in the US. Music? People's behavior? 4-5.) Share a photo or short video of your choice on our class facebook page with a short narration.	Excursion assignment
9	Casa Rosado	1-3) Let's watch EVITA together the day of or day before this excursion. We'll plan how.	Excursion assignment

		4-5.) Post a short video of you singing or saying your favorite lyrics from an Evita song to our class facebook page. Why did you select this lyric? Can be done in small groups.	
10	Hotel Owner Lecture	1-3). Design a 5 point assignment for this excursion for the next time Dr. Bundy teaches this class! What observations related to our class concepts could we ask students about? 4-5). Ponder: Having been in Argentina for _____, do you see any differences in your own cultural identification (according to Phinney and Devich-Navarro)?	Excursion assignment
11	Teatro Colon	1.) People watch. How does what you see tonight compare to your typical people watching in Buenos Aires? 2.) What countries in the world have opera as part of their culture? Where is opera performed in your home country? State? 3-5). Teach me about tonight's composer, historical context, and culture influences. Google is OK if needed.	Excursion assignment

****Excursions are subject to change based on program director's discretion, availability, weather, etc.**