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| stack_logo_gold_navy | Syllabus – Spring 2024  PSY 498 010 CV  Cross Cultural Psychology  Asynchronous, Online |

Instructor: Dr. Susana Solomon

E-mail: [Susana.solomon@reinhardt.edu](mailto:Susana.solomon@reinhardt.edu)

Office Location: Tarpley 205

Visiting Office Hours: MW: 10:00am-11am, 12p-130p

Link to my calendar to schedule an appointment - <https://calendly.com/susana-solomon>

Walk-ins are also welcome ☺

Preferred method of communication: Email is the preferred method of communication. I usually respond to inquiries within 24 (M-F) and within 36 hours over weekends and/or holidays. ‘***Ask the Instructor***’ discussion board can also be used to post general questions related to the material.

Welcome to PSY 498 Cross-Cultural Psychology. I will be your instructor for this class. I have been working in and studying psychology for the last 20 years. I took my first psychology class as a dual-enrolled student in high school. I have always been intrigued by this subject matter. I enjoy seeing students discover that psychology has so many applications for everyday life, from memory tricks to environmental factors that influence human thought and behavior (sociology). I think you will be surprised at how often you will find yourself using information from this course in your day-to-day activities. I hope this course challenges you to critically analyze your environment and your own persona. Some of the material will stir curiosity, confusion, disagreement, and other various emotions. Bring your questions to our online class where we can further dive into the material collectively. I look forward to working with you this semester.

**Required Textbook**

*Culture and Psychology* 7th ed. by Matsumoto and Juang (2023).

ISBN-13: 978-0-357-65805-5

A screenshot of a book

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**Course Description and Objectives**

This course will explore multiple cultures from across the globe to deepen students’ understanding of the influence of culture on psychology. This course will provide students with knowledge and understanding of how culture effects individuals’ behavior and cognitive functioning.

Please keep in mind that this is a 3-credit hour course. As such, you can expect to spend about 7.5 hours total (including class time) completing coursework.

**LEARNING OUTCOMES**

By the end of this course students should be able to:

• Explain basic principles of cross-cultural psychology.

• Demonstrate an understanding of how various cultures across the globe influence and affect an individual’s behavior and cognitive functioning.

• Compare and contrast various cultures in terms of the culture’s effect on various aspects of psychology

• Apply principles and theories of cross-cultural psychology.

Verification: Students will demonstrate competence in these areas through:

1. Regular participation and being prepared to discuss questions based on lecture material and text readings.

2. Obtaining an overall average grade of C or better for the coursework.

**Competencies for a Career-Ready Workforce**

| **Assignment** | **Career Readiness Competencies** | **As Evidenced by…** |
| --- | --- | --- |
| Weekly Discussion Boards | Teamwork | Listen carefully to others, taking time to understand and ask appropriate questions without interrupting. |
| Communication | Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences. |
| Career & Self-Development | Show an awareness of own strengths and areas for development. |
| Leadership | Motivate and inspire others by encouraging them and by building mutual trust. |
| Exams | Critical Thinking | Make decisions and solve problems using sound, inclusive reasoning and judgment. |
| Communication | Communicate in a clear and organized manner so that others can effectively understand. |
| Reflection Paper | Critical Thinking | Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences. |
| Equity & Inclusion | Keep an open mind to diverse ideas and new ways of thinking |
| Final Research Project | Critical Thinking | Gather and analyze information from a diverse set of sources and individuals to fully understand a problem. |
| Communication | Communicate in a clear and organized manner so that others can effectively understand. |
| Equity & Inclusion | Seek global cross-cultural interactions and experiences that enhance one’s understanding of people from different demographic groups and that leads to personal growth. |
| Professionalism | Be present and prepared. |

**Assignments**

# WEEKLY DISCUSSIONS

Due Weekly and worth 24 points each

Week 1 Introductions

* In a short post, introduce yourself to your peers. Tell us a little about what makes you- you! Include information about your current position or the one that you hope to obtain. Be sure to respond to the introductions of at least one (1) of your peers as well.

Week 1 Discussion:

* What is culture? Briefly define what constitutes “culture” and provide an example of something that is normal in your own culture.

Week 2 Discussion

* Select a culture different from your own where you think you might enjoy conducting research. What is one issue that may arise if you were to conduct research in this culture? How would you mitigate this issue?

Week 3 Discussion

* What parenting style did your parents employ when raising you? Explain how you identified their parenting style.

Week 4 Discussion

* Select and do some research on a culture different that your own. What is one way in which they may use moral reasoning differently than you and your culture? Provide at least one example.

Week 5 Discussion

* Consider yourself within the context of your culture. Identify at least one identity you have within that culture. Explain what that identity is and how it (a) fits within the cultural context and (b) is defined within your culture.

Week 6 Discussion

* Take the Big 5 personality test found in this week’s resources. Consider your results in the context of your culture. How much does your culture value each of the five factors, and how can you see that reflected in your own personality? If you want to, you may also share your results with the class.

Week 7 Discussion

* Identify your gender. What is one stereotype that your culture places on your gender identity?

Week 8 Discussion

* Consider your own culture and your own cognitive functioning. Identify at least one way in which your culture influenced your attention, perception, thinking, consciousness, or intelligence.

Week 9 Discussion:

* Provide an example of an emotion using figure 9.6 from this week’s PowerPoint. How does your culture use this model to regulate the emotion you selected to achieve social order?

Week 10 Discussion

* Consider the Sapir-Whorf hypothesis of language. Explain how your culture and your primary language influences the way you communicate, think, and interact with others.

Week 11 Discussion

* Consider your own cultural views on health and healthy living. Using the model found in figure 11.10 from this week’s PowerPoint, describe your culture’s influence on one aspect of health.

Week 12 Discussion

* Select a culture that you are interested in that is different from your own. Describe this culture’s understanding of mental health and psychological disorders.

Week 13 Discussion

* Select a culture that is different from your own. How does this culture treat mental health disorders?

Week 14 Discussion

* Select one social behavior and explain it using cultural influences from a culture different than your own. Provide an example of an organization you have been a part of—either now or in the past—that has cultural differences from the culture you grew up with. Explain those differences.

# Writing Assignment #1

Select one culture that is different from your own. In 5 – 7 pages, compare and contrast your culture and the different culture using the concepts discussed in this course. This essay should be in APA style, and have a minimum of 7 quality references.

**Reflection Paper #1**

* Select a chapter from chapters 1-9 and pick 1-2 key concepts that have resonated with you. Using the textbook for this class, at least one (1) outside scholarly resource, and personal anecdotes and/or life experiences, write about the following -
  + Elaborate further on the key concept(s) selected.
  + What about this material stood out to you? Why was it relevant to you personally?
  + Use an outside scholarly resource and share something new you learned as related to the key concepted selected.
  + How will you use this new information in your personal or professional life?
  + The essay should be approximately 2 pages in length and in APA format (double spaced). Be sure to properly cite and reference any resources used.

**Reflection Paper #2**

* Select a chapter from chapters 10-15 and pick 1-2 key concepts that have resonated with you. Using the textbook for this class, at least one (1) outside scholarly resource, and personal anecdotes and/or life experiences, write about the following -
  + Elaborate further on the key concept(s) selected.
  + What about this material stood out to you? Why was it relevant to you personally?
  + Use an outside scholarly resource and share something new you learned as related to the key concepted selected.
  + How will you use this new information in your personal or professional life?
  + The essay should be approximately 2 pages in length and in APA format (double spaced). Be sure to properly cite and reference any resources used.

**Course Policies**

## Course Time Expectations:

This is an **online, asynchronous (OA)** course. All learning will take place outside the classroom. All tests and assignments will be completed outside class, in an online learning environment. Although there will be deadlines that must be met, you can work on the course during the hours each week that fit your schedule. Please be advised that the time requirements are very demanding. This is a three-hour course, so please plan on spending 15+ hours a week learning, practicing, and studying the course material to be successful.

## Methods Of Instruction:

The course will be presented through online instruction. Most online learning will be self-guided, but there may be opportunities for collaboration with your instructor and classmates through Blackboard Collaborate and other collaboration tools.

## Course Learning Activities:

The course learning activities are found in the folders in the Lessons tab of Blackboard. These activities were created to help you meet the learning outcomes, master the lesson material and prepare you for tests and the final exam. Additionally, the materials were created to help you achieve a deeper understanding of the material so you can transfer the information into your programs of study.

## Learner Engagement:

Although this is an online class you will be required to actively engage with the content, other students and your instructor. These interactions will be conducted through Blackboard Collaborate, e-mail, discussion boards and other collaboration tools. The goal of this engagement is to create a learning community promoting collaboration, content mastery and critical thinking skills. Please know, just because you are learning online you are not learning alone. Below are the student and faculty and contact requirements to meet learner engagement expectations:

* Students are expected to check their school email account on a daily basis.
* Faculty will reply to emails within 24 hours of receipt, and within 48 hours on holidays and weekends.

## Late Work / Missed Deadlines

Missing any of the assignment deadlines listed herein may prevent your successful completion of the course. If you foresee difficulty of any type (i.e., hospitalization, employment change, etc.) that may prevent completion of this course, please notify me as soon as possible with an explanation. I understand life happens and I will gladly work with you to troubleshoot the issue. If warranted, I will re-open an assignment and you will be required to complete the assignment within **24 hours** of the time stamp on my reply to your email message.

Plan to complete all course discussions, assignments, and assessments *at least* several hours prior to the posted deadlines. By electing to wait until the "last minute" to complete these assignments, you may invoke **Murphy's Law** ("If anything can go wrong, it will"). There are no extra credit opportunities in this class. However, as mentioned early on in the syllabus, the lowest scores on 7 launchpad assignments and 2 launchpad quizzes will not count against your final grade. This “extra cushion” was intended to alleviate some stress when life-situations happen. If you ever have a question or concern (no matter how small or complex), I am only an email away and I am more than happy to lend a hand or a listening ear. ☺

## Grade Appeals / Policy

If, for any assignment, you feel that the grading policy was unfair in some way, then you must make your case to me in writing via email. I will not respond to verbal complaints about grades. These emails must be received within one (1) week of the posting of your grade; do not wait until the end of the semester.

Once computed and verified, all course grades are final and will not be changed. Every semester, a student approaches me with a request that I raise his or her grade (because she or he will be placed on probation, because he or she will lose their Hope scholarship, because she or he won't be able to graduate as planned… or be accepted into graduate school, & etc.). Please do not ask me to change your grade and know that I have never adjusted a student's grade for any of those reasons. Doing so would be unethical on my part and unfair to other students enrolled in the class.

## Incomplete Grades

A grade of “I” indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. In other words, the grade of “I” is only awarded for emergencies and not for academic difficulty.

The specified time limits to have an “I” grade removed are as follows:

* The course requirements must be completed, as agreed upon between the student and the faculty member, by the end of the next semester or term student is enrolled in order for the grade of “I” to be removed.
* If the student fails to enroll within one calendar year from the end of the semester or summer term in which the “I” was originally assigned and does not complete the course requirements, then the “I” will be changed to an “F”.

The “F” grade is assigned for a course which awards letter grades of “A”, “B”, “C”, “D”, or “F”) and the cumulative and adjusted grade point average will be recalculated accordingly or, the “I” will be changed to a “U” (for a pass/fail course which awards a grade of “S” or “U”).

Upon completion of the course requirements within the specified time limits, a final grade will be assigned on the basis of the student’s total performance. An “I” cannot be removed by re-enrolling in the course.

Plagiarism and Cheating

According to the Student Code of Conduct: No student shall receive, attempt to receive, knowingly give, or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

AI Use Allowed, but Not Required:

In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KUS Code of Academic Integrity.

Religious**/**Cultural Observances

I want to ensure that I honor your ability to engage in any religious/cultural observances that are not included in the Reinhardt U. calendar. If there are religious/cultural observances that may impede your ability to complete an assessment prior to the due date, please reach out to me in advance and we can discuss alternative options. If I am contacted after a deadline has passed, no exceptions will be made.

**Evaluation and Grading Policies**

I generally post all grades within one week of an assignment’s due date. Final course grades will be available in CANVAS and on your online transcript. Grades will not be provided via phone, email, or other electronic means, and will be assigned as follows:

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| --- | --- | --- |
| Assignment | Total Points | % of Grade |
| Discussion Board: 15 at 24 points each | 360 | 30% |
| Exams: 4 at 60 points each | 240 | 20% |
| Writing Assignment #1 | 360 | 30% |
| Reflection Paper (2) | 240 | 20% |
| Totals | 1200 | 100% |

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| --- | --- | --- |
| Points | Percentage | Grade |
| 1080 – 1200 | 90% – 100% | A |
| 960 – 1079.9 | 80% – 89% | B |
| 840 – 959.9 | 70% – 79% | C |
| 720 – 839.9 | 60% – 69% | D |
| Below 720 | Below 60% | F |

*I will round up grades if they are > or = .5 or above, for example, an 89.6 is an A, but 79.2 is a C.*

**General University Administrative Policies**

This section contains policies that apply to all courses and are set forth by the University. All policies are detailed in the Academic Catalog (and those policies shall apply).

University Covid 19 Statement: Important: All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: https://www.reinhardt.edu/back-to-campus

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

[publicsafety@reinhardt.edu](mailto:publicsafety@reinhardt.edu)

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Office of the Provost

provost@reinhardt.edu, 770-720-9102

College Policy on Attendance: In accord with the Reinhardt College Academic Catalog, regular attendance at scheduled classes and examinations is each student’s obligation. Regarding excused absences as defined in the Catalog it is the responsibility of the student to have the excuse approved by the instructor before the absence and to complete all of the assignments. Emergency absences as defined in the Catalog are excused at the discretion of the instructor and only if the student makes his or her situation known immediately upon returning to class.

College Policy on Withdrawals: If a student drops a course during the first week of classes, the course will not be reflected on the transcript. After this, students may formally withdraw from a course and receive a grade of W up until the date set in the Academic Calendar. It is the student’s responsibility to complete the necessary steps to officially withdraw from the course. This institution does not have instructors complete “administrative withdrawals” for non-attendance. Therefore, if it is your intention to drop a class, you need to complete the required steps to formally withdraw from the course. The student is responsible for understanding the implications that may occur from dropping one or more courses (examples: financial aid, housing, health and/or auto insurance eligibility, and others).

Notice of ADA: If you have a disability which may require assistance or accommodation, or if you have any questions related to any accommodations for testing, note takers, readers, etc.; please speak with me as soon as possible.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

Center for Student Success: The Center for Student Success (CSS) is located on the upper (top) floor of the library, Room 313. CSS offers free peer and faculty tutoring for all subjects. For appointments, go to Reinhardt webpage and click Center for Student Success.

Academic Integrity: Academic dishonesty and penalties as defined in the Academic Catalog will be strictly enforced. All acts of academic dishonesty will be reported to the administration.

All students are expected to adhere to the highest standards of academic integrity, and to abide by the Reinhardt Honor Code. Also, all students are expected to be familiar with the Reinhardt policy on academic dishonesty stated in the University Catalog and in the Student Handbook. Plagiarism (using the ideas and phrases of others without crediting them, therefore claiming those ideas and phrases as your own) will not be tolerated in this course or on this campus. To avoid such academic dishonesty, you must use a citation (footnote or in text) for all ideas drawn from your reading and research, including research in encyclopedias and online, even when you have restated those ideas in your own words.

Consequences for cheating or plagiarizing:

a) I expect all students to uphold the highest standards of academic honesty and integrity. Acts of academic dishonesty include plagiarism, cheating, unauthorized collaboration, and falsification. Working together with classmates is acceptable and even encouraged, but all assignments submitted for a grade should reflect your own efforts (and writing). It is fine to discuss questions and topics with your peers, is it academic dishonesty to copy someone’s work (this includes information from the internet that is not properly credited). The penalty for academic misconduct in this course varies from a 0 on the assignment to a failing grade in the course, depending on the severity of the offense and the student’s history of academic conduct. Disciplinary action may be taken in addition to the academic penalty if the instructor, department, or college feels such action is warranted.

b) The Office of the Vice President for Academic Affairs will be notified of actions taken against students who violate the academic integrity policy, which may result in further consequences, including designation of “academic warning” on your official transcript, academic suspension, or expulsion for academic reasons.

**Additional Administrative Policies**

Participation and Assessments Policy:

* **Students are expected to attend all class meetings and/or participate as required for this class.** 
  + It is the responsibility of the student to account for instructional time missed and to gather and present the proper documentation for make-up work allowed at the discretion of the instructor.
* **Student Athletes** – It is strongly encouraged to complete assignments/quizzes/exams before their due date if you have an upcoming game/event. Planning ahead is planning for success! I understand you may miss class due to games/events. I take attendance for tracking purposes. You do not need to submit an excuse or note for missed class. You are ultimately responsible for any notes or information missed. Some of our exams are IN-CLASS. As such, be sure to pre-arrange with the instructor (me) a time to make up the exam **BEFORE** the exam due date.
* **Assessments include, but are not limited to: tests, quizzes, assignments, discussion boards, course activities, midterms, and finals**.
* **Students are expected to arrive no later than the scheduled start of class time for on-campus assessments. No tests will be given out after the first student has completed and turned in their test.**
* **Students are expected to complete all assessments prior to the due date and time assigned by the instructor.**
  + Any assessments that are not submitted prior to the due date / time will be graded as a zero. No late assessments are accepted.
  + Online assessments will open and close during the availability period set by the instructor.
  + Students will need a reliable computer and internet access for assessments.
  + The following are **NOT** considered valid excuses to miss any assessment.
    - Did not know availability date / time / deadline.
    - Did not read emails or announcements.
    - Failure to obtain textbook.
    - Scheduled vacations, sporting events, voluntary obligations, work-related activities, external school activities, transportation issues and other similar situations.
    - Inadvertent keystrokes.
    - Incompatible web browsers.
    - Attempts on mobile devices.
    - Loss of internet / computer / email access.
    - Other user-related technical difficulties.
* **Assessments will be issued by the instructor and student participation is required.**
  + No assessments will be delivered before or after the scheduled availability period.
  + Assessment notifications may be announced during class meetings, emailed to students, or posted in CANVAS Announcements.
  + It is the responsibility of the student to attend all scheduled classroom meetings, read announcements and emails, check college e-mail accounts daily, and be present for all course assessments.
  + Instructors are not required to provide advance notification of in-class assessments.
* **Students anticipating an unavoidable situation beyond their control that prevents them from completing assessments as scheduled should contact the instructor in advance and provide supporting documentation as soon as possible.**
* **If the student does not submit assessments as scheduled by the instructor a grade of zero will be issued.**

In the case that a student unavoidably misses an assessment delivered in class or online, to be considered eligible to complete the missed assessment, the student **MUST:**

* ***Inform instructor of circumstances immediately upon return from absence (or within 48 hrs. of expiration of due date of missed assessment) and request an opportunity to complete the missed assessment.*** 
  + If a student fails to inform instructor and requests an opportunity to complete the missed assessment within 48 hours of the missed assessment due date, the instructor may deny the student’s later request.
* ***Establish that the absence or failure to submit the assessment was caused by an unavoidable situation that was beyond the control of the student.*** 
  + Scheduled vacations, travel, voluntary obligations, work-related activities, transportation issues and other similar situations are not considered beyond the control of the students.
  + Assessments will not be rescheduled to accommodate planned or voluntary absences by the student.
  + Technical difficulties (including but not limited to: internet interruption, unavailability or unreliability, inadvertent key strokes, failure to access email, incompatible web browsers, failure to successfully access Canvas or other third-party learning management systems, attempts on mobile devices, and other user-related technical problems) will not be considered valid excuses for failure to complete assessments on time.
  + ***Present documentary, dated, verifiable evidence provided by an independent, professional source that establishes student was unable to complete the missed assessments throughout the entire period of assessment availability.***
  + This source may be a doctor, government agency, or a professional organization or institution.
  + Documentation must be on full-page professional letterhead with contact information. Any privileged information may be redacted. The documentation must clearly show a range of dates for which the student is claiming an excused absence.
  + Accommodations for chronic illness can be provided, if approved by the university. Students may apply for accommodations by contacting the Academic Support Office. Without approved accommodations, instructors may not offer make-up dates for assessments missed.
  + Statements by students, family members, friends or associates, are not considered documentary, verifiable evidence provided by an independent, professional source.

In the event the student immediately informs the instructor of the absence and requests an opportunity to complete the assessment, establishes that the absence was unavoidable and presents supporting, documentary evidence, the student may, at the instructor’s discretion, be allowed to complete the missed assessment(s). This assessment(s) should be completed by the student no later than the next class meeting, due date of the next assessment, or at a time scheduled by the instructor.

**Course Schedule**

| **Week** | **Preparation and Activities** |
| --- | --- |
| Week 1 Faculty Notes | **Faculty Suggestions**   * Review chapter 1 of Matsumoto and Juang (2023)   **Outcome(s)**   * Explain what culture is and how it influences psychology * Define the elements of culture and explain how each uniquely influences psychology |
| 1  Jan 8 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 1 * Chapter 1 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (01/13/2024)**   * What is culture? Briefly define what constitutes “culture” and provide an example of something that is normal in your own culture.   + Respond to at least one (1) classmate’s post. Consider the example your classmate provided. If you have a different culture than your classmate, do you see this example in your own culture? If your cultures are the same, do you also consider their example to be “normal”? |
| Week 2 Faculty Notes | **Faculty Suggestions**   * Review chapter 2 of Matsumoto and Juang (2023)   **Outcome(s)**   * Describe various types of cross-cultural research * Explain various issues that need to be addressed when conducting cross-cultural research * Demonstrate an ability to come up with a plan to address issues that may arise in cross-cultural research |
| 2  Jan 15 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 2 * Chapter 2 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (01/20/2024)**   * Select a culture different from your own where you think you might enjoy conducting research. What is one issue that may arise if you were to conduct research in this culture? How would you mitigate this issue?   + Respond to at least one (1) classmate’s post. Suggest another issue that they may come across with their research in their selected culture, and suggest how they could mitigate the issue. |
| Week 3 Faculty Notes | **Faculty Suggestions**   * Review chapter 3 of Matsumoto and Juang (2023)   **Outcome(s)**   * Describe how an individual becomes part of a culture (culturation and socialization) * Explain the different types of global parenting styles and demonstrate an ability to identify each in real-life situations |
| 3  Jan 22 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 3 * Chapter 3 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday**  **(01/27/2024)**   * What parenting style did your parents employ when raising you? Explain how you identified their parenting style.   + Respond to at least one (1) classmate’s post who identified a different parenting style than you. What are some similarities and/or differences in the way each of you was raised? |
| Week 4 Faculty Notes | **Faculty Suggestions**   * Review chapter 4 of Matsumoto and Juang (2023)   **Outcome(s)**   * Explain temperament and how it is seen within a culture * Demonstrate an understanding of development theories in a cultural context * Demonstrate an ability to use moral reasoning when considering different cultures |
| 4  Jan 29 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 4 * Chapter 4 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday**  **(02/03/2024)**   * Select and do some research on a culture different that your own. What is one way in which they may use moral reasoning differently than you and your culture? Provide at least one example.   + Respond to at least one (1) classmate’s post. Consider the culture you researched versus the culture your classmate researched. What are some similarities and/or differences in the moral reasoning of the two cultures?   **Sectional Exam Chapters 1 – 4**  30 Multiple Choice Questions **(02/04/2024)** |
| Week 5 Faculty Notes | **Faculty Suggestions**   * Review chapter 5 of Matsumoto and Juang (2023)   **Outcome(s)**   * Explain how the individual fits within a culture * Apply the idea of identity within a culture to real-life situations |
| 5  Feb 5 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 5 * Chapter 5 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (02/10/2024)**   * Consider yourself within the context of your culture. Identify at least one identity you have within that culture. Explain what that identity is and how it (a) fits within the cultural context and (b) is defined within your culture.   + Respond to at least one (1) classmate’s post who discussed a different identity than you. Compare/contrast your identity with theirs. What are some similarities with how your identities fit within your cultures? Differences? |
| Week 6 Faculty Notes | **Faculty Suggestions**   * Review chapter 6 of Matsumoto and Juang (2023)   **Outcome(s)**   * Explain how culture influences personality * Demonstrate an understanding of the five-factor model of personality by being able to discuss each factor within a cultural context |
| 6  Feb 12 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 6 * Chapter 6 PowerPoint * The Big 5 personality test   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (02/17/2024)**   * Take the Big 5 personality test found in this week’s resources. Consider your results in the context of your culture. How much does your culture value each of the five factors, and how can you see that reflected in your own personality? If you want to, you may also share your results with the class.   + Respond to at least one (1) classmate’s post. Consider the cultural value they placed on the five factors. Do you agree with them? Why or why not? |
| Week 7 Faculty Notes | **Faculty Suggestions**   * Review chapter 7 of Matsumoto and Juang (2023)   **Outcome(s)**   * Demonstrate an understanding of how culture influences gender roles and gender differences * Explain how stereotypes influence culture’s view of gender * Apply theories of gender, gender roles, gender ideology, and self-concept in a cultural context |
| 7  Feb 19 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 7 * Chapter 7 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (02/24/2024)**   * Identify your gender. What is one stereotype that your culture places on your gender identity?   + Respond to at least one (1) classmate’s post. Consider the stereotype identified by your classmate. Explain how this stereotype could translate into a perceived gender role. |
| Week 8 Faculty Notes | **Faculty Suggestions**   * Review chapter 8 of Matsumoto and Juang (2023)   **Outcome(s)**   * Explain how culture influences various aspects of cognition * Demonstrate an ability to apply theories of cognition within a cultural context |
| 8  Feb 26 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 8 * Chapter 8 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (03/02/2024)**   * Consider your own culture and your own cognitive functioning. Identify at least one way in which your culture influenced your attention, perception, thinking, consciousness, or intelligence.   + Respond to at least one (1) classmate’s post. Compare/contrast your classmate’s post with your own post.   **Sectional Exam Chapters 5 – 8**   * 30 Multiple Choice Questions **(03/02/2024)** |
| Week 9 Faculty Notes | **Faculty Suggestions**   * Review chapter 9 of Matsumoto and Juang (2023)   **Outcome(s)**   * Describe emotion and the biological processes behind emotion * Explain how culture can influence emotion * Demonstrate an ability to apply cultural concepts in discussing emotion |
| 9  Mar 11 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 9 * Chapter 9 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (03/16/2024)**   * Provide an example of an emotion using figure 9.6 from this week’s PowerPoint. How does your culture use this model to regulate the emotion you selected to achieve social order?   + Respond to at least one (1) classmate’s post. Compare/contrast the emotion you selected versus the emotion your classmate selected. What are some similarities and/or differences in the way your culture regulates the two emotions?   **Reflection Paper – Due Wednesday**   * Select a chapter from chapters 1-9 and pick 1-2 key concepts that have resonated with you. Using the textbook for this class, at least one (1) outside scholarly resource, and personal anecdotes and/or life experiences, write about the following -  1. Elaborate further on the key concept(s) selected. 2. What about this material stood out to you? Why was it relevant to you personally? 3. Use an outside scholarly resource and share something new you learned as related to the key concepted selected. 4. How will you use this new information in your personal or professional life?  * The essay should be approximately 2 pages in length and in APA format (double spaced). Be sure to properly cite and reference any resources used. |
| Week 10 Faculty Notes | **Faculty Suggestions**   * Review chapter 10 of Matsumoto and Juang (2023)   **Outcome(s)**   * Explain how culture influences language and communication * Demonstrate an ability to apply the Sapir-Whorf hypothesis in real-life cultural contexts |
| 10  Mar 18 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 10 * Chapter 10 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (03/23/2024)**   * Consider the Sapir-Whorf hypothesis of language. Explain how your culture and your primary language influences the way you communicate, think, and interact with others.   + Respond to at least one (1) classmate’s post. What are some similarities and/or differences between your communication and your classmate’s? |
| Week 11 Faculty Notes | **Faculty Suggestions**   * Review chapter 11 of Matsumoto and Juang (2023)   **Outcome(s)**   * Demonstrate an ability to differentiate between various cultures and their views on health * Demonstrate an ability to apply cultural concepts to describe influences on healthy living |
| 11  Mar 25 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 11 * Chapter 11 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (03/30/2024)**   * Consider your own cultural views on health and healthy living. Using the model found in figure 11.10 from this week’s PowerPoint, describe your culture’s influence on one aspect of health.   + Respond to at least one (1) classmate’s post. Consider another culture that you are interested in. How does this culture differ in its understanding of health from the one your classmate posted about? |
| Week 12 Faculty Notes | **Faculty Suggestions**   * Review chapter 12 of Matsumoto and Juang (2023)   **Outcome(s)**   * Demonstrate an ability to differentiate between various cultures and what they consider “normal” versus “abnormal” * Demonstrate an ability to apply cultural concepts to a culture’s understanding of mental health and psychological disorders |
| 12  Apr 4 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 12 * Chapter 12 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (04/06/2024)**   * Select a culture that you are interested in that is different from your own. Describe this culture’s understanding of mental health and psychological disorders.   + Respond to at least one (1) classmate’s post. How does the culture your classmate posted about differ in it’s understanding of mental health and psychological disorders from your own culture? How are they the same?   **Sectional Exam Chapters 9-12**   * 30 Multiple Choice Questions **(04/10/2024)** |
| Week 13 Faculty Notes | **Faculty Suggestions**   * Review chapter 13 of Matsumoto and Juang (2023)   **Outcome(s)**   * Explain how various cultures treat psychological disorders * Describe barriers that various cultures may have in regard to treatment of mental disorders * Demonstrate an ability to compare and contrast various cultures and their treatment of psychological disorders |
| **13**  **Apr 11** | **Preparation (Include items required to prepare for assignment completion)**   * **Chapter 13** * **Chapter 13 PowerPoint**   **Writing Assignment #1 (04/13/2024)**  **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (04/13/2024)**   * **Select a culture that is different from your own. How does this culture treat mental health disorders?**   + **Respond to at least one (1) classmate’s post. What are some similarities and/or differences in the way your culture treats mental health disorders, versus the culture your classmate selected?** |
| Week 14 Faculty Notes | **Faculty Suggestions**   * Review chapter 14 of Matsumoto and Juang (2023) * Review chapter 15 of Matsumoto and Juang (2023)   **Outcome(s) Ch 14**   * Describe cultural influences on social behavior * Demonstrate an ability to apply cultural concepts in explaining social behaviors   **Outcome(s) Ch 15**   * Explain cultural differences in work values * Describe organizational culture and explain how it may differ from the culture it is within * Demonstrate an ability to apply cultural concepts to workplace dynamics |
| 14  Apr 18 | **Preparation (Include items required to prepare for assignment completion)**   * Chapter 14 * Chapter 14 PowerPoint * Chapter 15 * Chapter 15 PowerPoint   **Discussion: Initial post on Wednesday, Reply to 1 Peer due Saturday (04/20/2024)**   * Select one social behavior and explain it using cultural influences from a culture different than your own. Provide an example of an organization you have been a part of—either now or in the past—that has cultural differences from the culture you grew up with. Explain those differences.   + Respond to at least one (1) classmate’s post. What are some similarities and/or differences in the way your culture influence this social behavior, versus the culture your classmate selected? |
| Week 15 Faculty Notes | **Faculty Suggestions**   * Review chapters 1 – 15 of Matsumoto and Juang (2023)   **Outcome(s)**   * Describe and apply concepts from this course |
| 15  Apr 25 | **Preparation (Include items required to prepare for assignment completion)**   * Chapters 1 – 15 * Chapters 1 – 15 PowerPoint   **Reflection Paper 2 (04/24/2024)**  **Sectional Exam Chapters 13-15**  30 Multiple Choice Questions **(04/27/2024)** |

Important Dates:

January 8: First Day of Classes

January 15th – Martin Luther King, Jr. – University Closed

January 16: Last day of Drop/Add Period

March 4-8: SPRING BREAK

March 18-28: Advising/Registration summer and fall semesters 2024

March 29 – Good Friday – University Closed

April 4 – SPRING DAY – No classes

April 23 – Last day of classes

April 25-May 1 : Final Exams

May 3 – Commencement

May 5 – End of Spring Semester