

CET Syllabus of Record



Program: CET Florence

Course Code / Title: (FL/PSYC 385) Cross-Cultural Psychology: Frameworks for Developing Global Citizenship

Total Hours: 45

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Psychology / Italian Studies

Language of Instruction: English

Prerequisites/Requirements: None

Description

Globalization, the Internet and social media, immigration, and the increasing accessibility of international travel mean that intercultural contact is a key aspect of our daily lives. As such, deep intercultural understanding and successful cross-cultural communication are vital for harmonious intercultural relationships. It is therefore critical that we develop competencies to become global citizens—to understand culture, cultural similarities and differences, and the ways that culture influences the thinking and social behaviour of ourselves and others. Through the lens of intercultural frameworks, the course examines the psychology of people in other cultures, with a focus on Italy. Through the application of these frameworks and practical exercises, the student hones skills necessary to develop global citizenship and to achieve success in multicultural settings, as well a deep appreciation of cultural similarities and differences.

Objectives

During this course, students:

- Grasp the foundational theories and key issues in ,-cultural psychology
- Hone critical thinking and analytical tools, and learn how to apply them to a personal interview project
- Demonstrate of thoughtful self-reflection and strong capacity to apply theory and concepts to cross-cultural experiences and issues
- Develop an academically-based appreciation of cultural differences and similarities, and consider how culture influences own and others' thinking and behavior.
- Learn to express effective, clear and sophisticated analytical arguments in the area of cross-cultural psychology.

Course Requirements

The course is lecture based, but large space will be given to students' active participation. Course requirements include regular attendance, midterm and final examinations, the cross-cultural journal, the life history cultural analysis and active participation in, and contribution to, all discussions. Examinations include essay questions and testing on technical and conceptual elements of the psychological theories and models discussed in class. Students are expected to complete the readings listed for each lesson prior to each class meeting time (according to the Outline of Course Content). Reading assignments are indicated in the Outline of Course Content and consist of 20 to 40 pages for each class.

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- *Reflective Journal*

The aim of the journal is to encourage deep, analytical, thoughtful, personal self-reflection and analysis of students' cross-cultural experiences in Florence with a view to enhancing cross-cultural awareness and skills as a global citizen.

Each journal will be graded on the extent to which the student's work reflects:

• Clear expression of ideas.
• Strong evidence of innovative, critical thinking and sophisticated analysis in general and about universal principles in psychology.
• Demonstration of thoughtful self-reflection and strong capacity to apply theory and concepts to cross-cultural experiences and issues as well as to own cultural adjustment and understanding of own culture(s) and culture. Strong evidence of an appreciation of cultural differences and similarities, and how culture influences own and others' thinking and behaviour.
• Reflection on personal skill development for success in diverse, multicultural environments. Shows clear evidence of capacity to apply these skills to own intercultural experiences.

- *Life History Cultural Analysis: Interview of an Italian and Written Analysis*

Preparation of individual life history cultural analysis interview questions to understand how Italian cultural values and norms influence individual development across the life span. Students interview an Italian and write an analysis of the key results, incorporating theory and concepts from the literature and class discussions.

Each Life History Cultural Analysis will be graded on the extent to which the student's work reflects:

• Creative, innovative and original interview questions to explore cultural values and theoretical frameworks.
• Effective, clear and sophisticated expression of arguments.
• Extremely well-structured, logical, coherent analysis.
• Evidence of original, innovative thinking and high-level, insightful analysis, showing outstanding capacity to think critically in applications of theory to findings.
• Evidence of appreciation of how culture affects others' thinking and behaviour.

Methods of Evaluation

The final grade is determined as follows:

Attendance and participation	15%
Reflective Journal	20% (Four entries of minimum of 800 words worth 5% each)
Midterm	20%
Life History Cultural Analysis	15%
Final Exam	30%

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Primary Texts

Eric B. Shiraev & David A. Levy (2013). *"Cross-Cultural Psychology: Critical Thinking and Contemporary Applications"* 5th Edition;

Vaughn, L.M. *"Psychology and culture: Thinking, feeling, and behaving in a global context"*.

Supplementary Texts

Additional articles are shared via an electronic class folder.

Outline of Course Content

Note: Fall/Spring students cover approximately 1 topic every 2 weeks. During the summer, when class periods are longer, students cover approximately 1 topic per week.

TOPIC 1 - Course Introduction: Approaches to the psychology of culture

- Brief historical view of cross-cultural psychology
- Theories and models of cross-cultural psychology (e.g., the trait approach, cognitive and dynamic perspectives)
- Objective and subjective cultural elements

TOPIC 2 - Culture and Human Development

- Attachment
- Education

TOPIC 3 - Gender-Role Differences

- Stereotypes

TOPIC 4 - Emotional Experience

- Emotional expression, judgments, regulation
- Emotional intelligence

TOPIC 5 - Cultural Behaviors and Variables

- Social behavior (e.g., social interactions, the role of empathy and sympathy, social-network usage)
- Cross-cultural communication (e.g., differences in non-verbal, oral and written communication; the role of globalization; low vs. high context cultures)

TOPIC 6 - Health

- Subjective well-being
- Nutrition
- Risk taking behavior (e.g., substance use, sexual behaviors, driving)
- NHS

TOPIC 7 - Impact of the Economic Crisis

TOPIC 8 - Conducting Research Across Culture

- Qualitative and quantitative methods

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