



## **FLOR PSYC 3320 Cross Cultural Psychology**

### **CAPA FLORENCE PROGRAM**

#### **Course Description**

This course will introduce and explore the field of cross-cultural psychology through a focus on a specific country and its inhabitants: Italy. Aspects of cross-cultural analysis from the field of cross-cultural psychology (as well as interdisciplinary elements from sociology, anthropology, biology and ecology) will be discussed, including: cultural influence on human behavior, attitudes, values, communication and societal organization. Special topics of ethnocentrism, individual vs. collective societies, plural societies, cultural views on mental health, and intercultural communication are highlighted. Methodological issues of cross-cultural research will be reviewed, and students will have the opportunity to be participant-observers of their own experience here in Italy. The city of Florence and its inhabitants become the classroom through various excursions and field work. Participants are encouraged to reflect on their own cultural origins in regards to behaviors, communication, attitudes and values, as well as their acculturation experiences while studying in Italy.

#### **Course Aims**

On completion of this course, students should be able:

1. **To examine different fields of psychology (e.g., clinical, developmental, personality, and social psychology) from a cross-cultural perspective,**
2. **To learn about cultural differences and similarities and gain appreciation of the influence of culture on everyday experiences,**
3. **To increase knowledge and awareness of the effects and importance of cross-cultural factors on human behavior, cognition, and affect.**
4. **To gain a wider appreciation of the influence on culture on everyday experiences, while simultaneously understanding that culture is not a static or homogenous entity, by integrating research from various disciplines (e.g., anthropology and sociology).**

#### **Requirements and Prerequisites**

No special prerequisites are needed. The midterm and final exams will be based on the material presented in class and in the readings. Individual study of readings (indicated in the Syllabus) is required on a weekly basis, and topics presented in the readings will be discussed at the beginning of each class. Students are requested to respect the deadlines indicated in the Syllabus. Students are recommended to take notes on the material presented in class; part of the information provided by the professor is complementary to that in the readings. Information deriving from field work and other extra-material discussed in class is integral part of the course and should be appropriately assimilated by students.

#### **Learning Outcomes**

1. To understand and embrace the participant-observer approach in ethnographic research in regards to the study of another country and its inhabitants; in this case, Italy and the Italians.
2. To describe, interpret, and respect the differences within their student community and between their home country (USA) and their host country (Italy). In particular, students will be able to recognize the cultural influence on human behavior, parental ethnotheories, socialization, communication, attitudes and values in both Italy and the United States.
3. To define ethnocentrism, to understand its roots, and to be able to identify examples of it.
4. To explain the difference between the values of individualism and collectivism, to be able to discuss identifying features, limits and advantages to both values as well as to recognize Italian and American psychological tendencies towards one or the other of these values as points on a continuum, rather than as mutually exclusive concepts.
5. To understand concepts of, and implications of, the realities of power, privilege, and inequality in urban environments. In particular, students will be able to recognize various types of societies regarding their approach of inclusion of people of various nationalities/ethnic groups and understand the advantages/disadvantages of each.
6. To understand various mental health issues which can occur in the process of acculturation and different approaches to conceptualizing and treating mental disorders.

## **Class methodology**

The course will take a participant/observer approach to all aspects of the course. This approach will be introduced by the professor at the beginning of the course and students will be encouraged to view all course topics from this perspective. Students will be asked at the beginning of each lesson about their observations of the people/life in Italy and about their own experiences while studying/living in the country. Students will further apply this approach to their discussion of weekly readings in each class. Classes combine lectures given by the professor with interactive activities and field observations within the city of Florence. Students are encouraged to ask questions and express personal/critical opinions.

**Field Component(s)**: CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in the field activity(s) for this course is required. You will actively explore the Global City you are currently living in. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are:

Students are strongly encouraged to participate in co-curricular program activities, among which the following are suggested:

## **Mid-Term & Final Exams**

### **Grading**

The **mid-term exam**, which includes material from in-class lectures and readings, will consist of:

- short questions with open answers, and/or
- multiple choice questions, and/or
- short essay writing on important topics covered in the course
- Your mid-term exam grade will count for 35% of your grade.

The **final exam**, which includes material from in-class lectures and readings, will consist of:

- short questions with open answers, and/or
- multiple choice questions, and/or
- short essay writing on important topics covered in the course
- It will count for 40% of your grade.

## **Assessment/Grading Policy**

### **Final grade breakdown:**

<b>Assessment task</b>	<b>Grade %</b>	<b>Due Date</b>
Class participation/Small group discussion	25%	Each class
Mid-term exam	35%	TBD
Final Exam	40%	TBD
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<b>Overall grade</b>	<b>100%</b>	

### **Final Grade Breakdown**

<b>TASK</b>	<b>PERCENTAGE</b>	<b>STUDENT LEARNING OUTCOMES (SLOs)</b>
Class participation/Small group discussion	25%	All
Mid-term Exam	35%	1, 2, 4, & 5
Final Exam	40%	1, 2, 3, 5, & 6

<b>DESCRIPTOR</b>	<b>ALPHA</b>	<b>NUMERIC</b>	<b>GPA</b>	<b>REQUIREMENT/EXPECTATION</b>
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent

				thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

### **Dress Code**

No requirements. Because we will be venturing outside for observations, dress appropriately for weather conditions since class will be held outside no matter what the climate is. Do not bring backpacks on lessons outside of classroom, but make sure to bring your notebook and pen to take notes.

### **Course Materials**

#### **Required Readings:**

Readings about the Italian socio-cultural environment will be available on CANVAS. *The readings for each module are attached to each module.*

#### **Contents of the reader or e-reader:**

Please see listed readings in the week-by-week breakdown of the academic calendar. The readings are mandatory and can be downloaded from the *Modules* section in CANVAS.

#### **Recommended Reading(s):**

Barzini, Luigi. (1996). *The Italians*. New York, NY: Touchstone.

Cornelison, Ann.(1990) *Where it all began: Italy 1954*. New York, NY: Penguin.

Dickie, John. (2008) *Delizia! The epic history of the Italians and their food*. New York, NY: Simon & Schuster, Inc.

Parati, Graziella (ed.) (2012). *Italian cultural studies. Volume 1: Definitions, theory, and accented practices*. Teaneck, New Jersey: Farleigh Dickinson University Press.

Severgnini, Beppe (2006) *La Bella Figura: A Field Guide to the Italian Mind*. New York, N.Y: Broadway Books.

## **Weekly Course Schedule**

### **Week 1**

#### **Lecture 1**

Meet	
Venue	Classroom
In-class activity	Course presentation; distribution of the syllabus; course requirements and course expectations; methodology. Lecture and in-class activity
Assignments	Oyserman, D., Kemmelmeier, M., & Coon, H. M. (2002) Cultural psychology, a new look: Reply to Bond (2002), Fiske (2002), Kitayama (2002), and Miller (2002). <i>Psychological Bulletin</i> , 128, 110-117.  Oyserman, D. & Markus, H. R. (1993) The Sociocultural Self. In J. Suls (Ed.), <i>Psychological perspectives on the self</i> , Volume 4, (pp. 187-220). Hillsdale, NJ: Erlbaum.
Notes	<b>Topic: Introduction to Cross Cultural Psychology:</b> An Interdisciplinary Social Science: The study of cultures from a psychological, sociological, anthropological, ecological and biological perspective; the participant-observer approach, the sociocultural self

## Week 2

### Lecture 2

Meet	
Venue	Classroom
In-Class Activity	Class discussion, Lecture
Out of Class Activity	Visit to Italian supermarket for observational field work
Assignments	Nardini, G. (2009) Definition of Bella Figura. <i>Che Bella Figura! The Power of Performance in a Chicago Ladies Club</i> . (pp. 5-24) Albany, NY: State University of New York Press.  Dickie, J. (1996). Imagined Italies. In D. Forgacs & R. Lumley (Eds.) <i>Italian cultural studies</i> (pp.19-33). Oxford: Oxford University Press.  Gundle, S.(2000). Il bel paese: art, beauty and the cult of appearance. In G. Bedani & B. Haddock (Eds.) <i>The politics of national identity</i> (pp.124-141). Cardiff: University of Wales Press.
Notes	<b>Introduction to Italy and the Italians through an examination of its façade:</b> class discussion of stereotypes and apparent values of Italians

## Week 3

### Lecture 3

Meet	
Venue	Classroom, Supermarket in Suburb of Florence
Activities	Discussion of readings, lecture
Assignments	Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). <i>Cross-cultural psychology: Research and applications</i> . (2nd Ed.). Social behavior (chpt.3, pp.52-85). Cambridge, UK: Cambridge University Press.  Kohls, L.R. (1984). <i>The values Americans live by</i> . Meridian House International.
Notes	<b>Social Behavior in Cultural Context:</b> Socialization, development of gender roles and of values within the cultural context, and specifically the values of individualism and collectivism

## Week 4

### Lecture 4

Meet

Venue	Classroom
Activities	Discussion of readings, lecture
Out-of-Class Activities	Observation of children and parents at a park
Assignments	Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). Cross-cultural psychology: Research and applications. (2nd Ed.). Cultural transmission and individual development (chpt.2, pp.19-51). Cambridge, UK: Cambridge University Press.
Notes	<b>Cultural Transmission and Development: "Growing Up Italian" vs. "Growing Up American":</b> focus on the concepts of enculturation, parental ethnotheories and moral development from a cross-cultural perspective.

## Week 5

### Lecture 5

Meet

Venue Classroom, Piazza D'Azeglio

In-Class Activities Class discussion, lecture, viewing of documentary, *The Mask You Live In* (explores American male gender roles)

Assignments BBC News (2006). Italian women shun "mamma" role. Retrieved from: <http://news.bbc.co.uk/go/pr/fr/-/1/hi/world/europe/4739154.stm>

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

Notes **Cultural Transmission and Development (cont.); Gender Roles:** The "Latin Lover" and the "Italian Mamma" and other gender stereotypes of Italians. Further discussion of gender roles and sexual behaviour.

## Week 5 (cont)

### Lecture 6

Meet

Venue Classroom, Piazza San Marco

Lecture 6

In-Class Activity Lecture

Out-of-Class Activity Field Observation, focusing on gender behaviour

Notes Gender Roles (cont.)

## Week 6

### Lecture 7

Meet

Venue Classroom

Activities Midterm Exam

Notes Midterm Exam

## Midterm Break

**Lecture 8**

Meet

Venue Classroom

Activities Class discussion, lecture, viewing of documentary, *The Mask You Live In* (explores American male gender roles)Assignments BBC News (2006). Italian women shun "mamma" role. Retrieved from: <http://news.bbc.co.uk/go/pr/fr/-/1/hi/world/europe/4739154.stm>Passerini, L. (1996). Gender relations. In D. Forgacs & R. Lumley (Eds.) *Italian cultural studies* (pp.144-159). Oxford: Oxford University Press.Notes **Gender Roles (cont.):** The "Latin Lover" and the "Italian Mamma" and other gender stereotypes of Italians. Further discussion of gender roles and sexual behaviour.**Lecture 9**

Meet

Venue Classroom

Activities Discussion of readings, lecture, in-class activity (US version of Keirseley Temperament Sorter). Explanation of the Keirseley Temperament Sorter. We will be taking both the Italian (translated in English verbatim) and American version of this psychological instrument to illustrate problems in psychological testing cross-culturally

Assignments Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). *Cross-cultural psychology: Research and applications*. (2nd Ed.). Personality (chpt.4, pp.86-97). Cambridge, UK: Cambridge University Press.Notes **Universality and Relativity of Personality Across Cultures:** discussion of traits, temperament, psychological testing across cultures. Includes examples from majority world for comparison/contrast.**Lecture 10**

Meet

Venue Classroom, streets of Florence

Activities Discussion of readings, lecture

Assignments Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). *Cross-cultural psychology: Research and applications*. (2nd Ed.). Language (chpt.6, pp.147-152). Cambridge, UK: Cambridge University Press.De Mauro, T. (1996). Linguistic variety and linguistic minorities. In D. Forgacs & R. Lumley (Eds.) *Italian cultural studies* (pp.144-159). Oxford: Oxford University Press.Notes **Language: Verbal and Non-Verbal:** structure, meaning, and use of Italian and English language among native speakers. Importance and significance of non-verbal gestures in Italian.**Lecture 11**

Meet

Venue Classroom, streets of Florence, including Piazza d'Ambrogio

Activities Discussion of readings, lecture, out-of-class activity

Out of Class Activity	Communication in action; observations of communication on the streets of Florence.
Assignments	Barna, L.M. (1998). Stumbling blocks in intercultural communication. In M.J. Bennett (Ed) Basic concepts of intercultural communication (pp.173-189). Yarmouth, Maine: Intercultural Press, Inc.
Notes	Intercultural Communication: Negotiation and potential misunderstandings in intercultural communication.

## Week 11

### Lecture 12

Meet	
Venue	Classroom
Activities	Class discussion of readings, lecture
Assignments	Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). Cross-cultural psychology: Research and applications. (2nd Ed.). Health behavior (chpt.16, pp.423-442). Cambridge, UK: Cambridge University Press.
Notes	<b>Mental Health Across Cultures:</b> Examination of link between mental health and culture with examples from the majority world. Overview of the DSM-V and cultural interpretations of diagnosis. Professor will present own experiences as an American mental health counselor treating Italian and other foreign clients in private practice. Special consideration to contrasting view and treatment of Attention Deficit Disorder in Italy and the United States as an example of differing cultural views on pathology and treatment.

## Week 12

### Lecture 13

Meet	
Venue	Classroom
Activities	Class discussion of readings, lecture, viewing of documentary on immigration in Italy
Assignments	Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). Cross-cultural psychology: Research and applications. (2nd Ed.). Acculturation and intercultural relations (chpt.13, pp.345-382). Cambridge, UK: Cambridge University Press.
Notes	<b>Acculturation and Intercultural Relations:</b> A sociological examination of various types of plural societies. Examination of various acculturation strategies and the psychological effects

## Week 13

### Lecture 14

Meet	
Activity	Final Exam
Notes	Final Exam

## **Attendance, Participation & Student Responsibilities**

Refer to the *Academic Handbook* for a complete outline of all academic policies. This page contains a summary only.

### **Attendance**

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and ultimately in a F for the course.

### **Unexcused absences**

The instructor for the course may lower the student's participation grade based on the number of absences. For custom programs, some will follow our absence policy (like when CAPA sponsors visa) and some will not; see academic director for details.

## Excused absences

Any student seeking to be excused from class on the ground of a verifiable illness (i.e. doctor's note) or a family emergency, must email the DAA ([greverdito@capa.org](mailto:greverdito@capa.org)) in advance of their class. The CAPA staff will then email the relevant Faculty member. Note that calling the CAPA Center (055-2466439) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. If a doctor's note is written to excuse a student from class, the student cannot use that time for personal travel. Please note: excused absences will NOT be granted to accommodate visiting friends or family. Students absent due to extenuating circumstances that have been approved by the Director of Academic Affairs in advance of the missed class, including family emergency or verifiable health-related incapacity, remain responsible for meeting all class requirements. Faculty shall offer such students reasonable assistance in making up missed work (e.g. share handouts).

## Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

## Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

## Use of electronic equipment in class

All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

## Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

## Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action