

**Cross-Cultural Psychology
Curriculum
for
Community College**

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CROSS-CULTURAL PSYCHOLOGY

CURRICULUM FOR COMMUNITY COLLEGE

DEFINITION OF CROSS-CULTURAL PSYCHOLOGY

Cross-cultural psychology is the attempt to describe and explain differences and similarities in human behavior in terms of psychological concepts with reference to ecological and sociocultural factors (Lonner & Berry, 1986). Human behavior appears uniform but higher levels of analysis reveal diversity through social interaction and material culture. Cross-cultural psychological research studies relationships between behavioral variables within social systems and between social systems. The term "cross-cultural" is not meant to implicate restricting study to only two cultures; three-culture studies as a minimum are recommended for meaningful comparisons. Discussion in literature is moving towards more suitable labeling of this field since it is inevitable that psychology needs to incorporate cultural influence in its research. It has been suggested that psychology as a social science should be incorporating inherent cross-cultural influences in all of its research rather than delineating cross-cultural psychology as a separate field of study.

RATIONALE FOR CROSS-CULTURAL PSYCHOLOGY IN THE COMMUNITY COLLEGE

For the past century, Western psychologists have emerged with theories of the psyche largely generalized to the whole of humanity. Traditionally, psychological data has been derived from mainly white, middle-to-upper class level college students with male-gender bias. Generalization of theories have been made to non-Western cultures, ethnic minorities in Western societies and across gender. This methodology may have achieved perfecting psychology as a science in terms of research control; yet serious application of theory is undermined by the lack of consideration for culture as a factor in human

behavior. The field of psychology can no longer conduct legitimate human behavioral research in a vacuum.

Culture is an all encompassing context for the developing individual. In terms of social behavior, culture is the reflection of attitudes, beliefs, expectations and actions subscribed to by members within a social setting. However, culture is never static. It is as much a product of human behavior as it is creator of human behavior. The influence of culture is entwined in human behavior with subtleness as well as distinction. The social sciences of group behavior, anthropology and sociology have strived to assess the effects of culture. Psychology has been more intent on the study of individual behavior, working to eliminate as many confounding variables as possible in order to define universal traits. Culture has proven to be a formidable variable despite stringent research control. Consequently, in the last twenty-five years a movement has slowly emerged to incorporate cultural influences into psychological methodology. Psychology is finally recognizing human behavior as only meaningful when viewed within the sociocultural context in which it occurs.

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Up until recently, cross-cultural research was considered costly, difficult and time-consuming. However, the rapid blending of global populations has made cross-cultural research a necessity. Social, technological and economical boundaries no longer reside at national borders. Telecommunication, travel and international trade are incorporating cultural exchange at a seemingly endless pace. Understanding other cultures is becoming necessary for global citizenship. Recognition of similarities and differences in human behavior will provide understanding and hopefully, lead to appreciation of other cultures, lessening the effects of discrimination and prejudice.

Cultural psychology digs into the thoughts, emotions and behaviors of humans to bring to light unification as well as diversity. Offering cross-cultural psychology at the community college level will offer insight of variances in human behavior to those who pursue higher levels of education for purposes of work and self-enrichment. Opportunities to develop relationships with diverse people abound through work, education and recreation. Knowing how culture shapes human behavior and how individuals design culture should foster benevolent interpersonal relationships.

CONTENT SOURCE FOR CROSS-CULTURAL PSYCHOLOGY

To appreciate psychology's status as a science and a profession, one should have a world view (Sexton & Misiak, 1976). In this cross-cultural psychology course, world view will be presented in examining culture and its influence on self and other as discovered through psychological methodology.

Culture as a product as well as a shaper of human behavior has not received much attention within the field of psychology relative to the overall accumulation of psychological research. Fortunately this is changing with more published research becoming available each year. The rate of cultural change and the resulting range of behavioral patterns is being assessed and shared through international organizations, symposiums and literature. By measuring cultural change and behavioral patterns, psychological attributes of human development are qualified and quantified worldwide.

Are psychological attributes universal or non-universal? Is culture acting as a treatment variable leading to variability in human behavior? Or is culture a system with complex interrelationships between treatment variables, defining the psychological makeup of an individual and inextricably woven into the cause as well as the effect of behavior? These debated issues have affected psychological methodology by altering the

accepted definition of scientific research. Quasi-experimental design in field studies has been slowly received as a reliable method bearing valid conclusions from research data. Problems of design, issues in design, and strategies for design need to be a part of coursework in cross-cultural psychology.

Historically, the field of psychology began with intensive study of human behavior and human development, specifically child development, within different cultural and natural environments. However, the initial enthusiasm in this direction turned to refining research methods through better controlled design which left behind cultural considerations in research up until the 1950's.

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In the 1960's when world events aroused interest in international affairs, the field of psychology reinvigorated research in the study of cultural influence on language and cognitive development.

This was the advent of concern for the generalization of theories developed in Western settings. Since the mid-1970's, culture as context for human psychological development has been strengthened through conceptual and methodological advancements. An accumulation of cultural research is now evident in the areas of personality, lifespan development, cognition, perception and language to be included in this course.

Cross-cultural psychology postulates that the influence of culture is constantly pressuring social behavior to change. The politics, economics, and demographic make-up of a society illustrate cultural changes. Psychological methodology measures these changes through social distance, change in values and attitudes, and individual receptivity to other individuals, groups, and events. Sociocultural changes will be examined in terms of enculturation, acculturation, ethnocentrism, social

behavior, and gender roles. The effects of cultural influences on organizations, work environments, and health, illness, and health care delivery will also be included in coursework. A discussion of the movement towards a global community psychology is addressed at the conclusion of the course.

CONTENT STRUCTURE FOR CROSS-CULTURAL PSYCHOLOGY

(See Figure 1)

CROSS-CULTURAL PSYCHOLOGY COURSE AIMS

A community college course in cross-cultural psychology will provide experiences which will give:

1. An understanding of the concept of culture.
2. Recognition of variability in human behavior.
3. Exposure to world views of human behavior.
4. Awareness of sociocultural changes.
5. The fostering of benevolence towards culturally diverse people.
6. An understanding of cultural influences on everyday life.
7. A conceptualization of Global Community Psychology.

CROSS-CULTURAL PSYCHOLOGY COURSE GOALS

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The goals of a cross-cultural psychology course in community college should include:

1. Discussing the effects of culture on human behavior and how human behavior designs culture.
2. Discussing universality and non-

universality of psychological traits, processes, and developments.

3. Providing specific examples and findings of cultural research.
4. Describing positive and negative sociocultural interactions.
5. Discussing ways to reduce misconceptions, conflicts, prejudice and discrimination though enhancing understanding and coping with cultural changes.
6. Discussing effects of culture on organizations, work environments, and health systems.
7. Introducing Global Community Psychology for the future of psychology as a science.

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CULTURAL PSYCHOLOGY

Understanding Culture

Cross-Cultural Research Methodology

- Design Strategies
- Design Problems
- Design Issues

Culture as Context for Human Development

- Personality
- Lifespan Development
- Perception
- Cognition
- Language

Sociocultural Changes

- Social Behavior
- Enculturation
- Acculturation
- Ethnocentrism
- Gender Roles

Cultural Influences On

- Organizations
- Work Environments
- Health, Illness, &
- Health Care Delivery

Global Community Psychology

Figure 1

CROSS-CULTURAL PSYCHOLOGY SCOPE
AND SEQUENCE
COMMUNITY COLLEGE COURSE
15 Weeks (6 Units)

Unit One

- Understanding Culture: What Is It? 1
week

Unit Two

- Cross-Cultural Research 2
Methodology weeks
 - Design Strategies
 - Design Problems
 - Design Issues

Unit Three

- Culture as Context for Human 5
Development weeks
 - Personality
 - Lifespan Development
 - Perception
 - Cognition
 - Language

Unit Four

- Sociocultural Changes 4
weeks
 - Social Behavior
 - Ethnocentrism
 - Enculturation/Acculturation
 - Gender Roles

Unit Five

- Cultural Influences On 2
weeks
 - Organizations
 - Work Environments

- Health, Illness and Health Care Delivery

Unit Six

- Global Community Psychology 1 week

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UNIT ONE UNDERSTANDING CULTURE: WHAT IS IT? (One week)

GOALS:

1. To expose students to the complexity of defining culture.
2. To make students aware of the interactive and mutually modifying relationship between individuals and their cultural environment.
3. To initiate students into interpreting and understanding their own worldview.

RATIONALE FOR UNIT:

Most researchers agree culture is one of the most difficult terms to define in social science because of the various ways culture is perceived by individuals. Although one group of researchers compiled a list of 164 different definitions, Herkovits's (1948) definition of culture as "the man-made part of human environment" is the most used definition. Culture has numerous characteristics which range from concrete factors such as subsistence patterns, dwelling styles, and language to abstract concepts such as customs and

beliefs which attempt to categorize behavioral phenomenon. Culture and human behavior is interactive resulting in a creative relationship between individuals and their surroundings. Defining and describing culture is a necessary beginning unit in a cross-cultural psychology course.

OBJECTIVES FOR UNIT:

1. To define and describe culture in social scientific terms.
2. To demonstrate cultural values held by community college students.

POSSIBLE ACTIVITIES:

1. Read and discuss one or more of the suggested references describing culture.
2. By using traditional American proverbs (or proverbs from another culture), analyze the core value each proverb contains. Discuss the meaning thoroughly, assessing the degree to which it still governs the behavior of Americans.*

SUGGESTED REFERENCES:

Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (1997). Handbook of cross-cultural psychology: Vol. 2. Basic processes and human development. *Introduction.*

Berry, J. W., Poortinga, Y. H., & Pandey, J. (1997). Handbook of cross-cultural psychology: Vol. 1. Theory and method. *Ch. 1: History of cross-cultural and cultural psychology.*

Gardiner, H. W., Mutter, J. D., & Kosmitzki, C. (1998). Lives across cultures: Cross-cultural human development. *Ch. 1: Introduction.*

Matsumoto, D. (1996). Culture and psychology., *Ch. 1: Introduction, Ch. 2: Understanding culture: What is it?*

Moghaddam, F. M., Taylor, D.M., & Wright, S. C. (1993). Social psychology in cross-cultural perspective. *Ch. 1: Culture and social psychology.*

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* Seelye, H. N. (1996). Experiential activities for intercultural learning, Vol. 1. *Ch. 10: U. S. proverbs and core values.*

Segall, M.H., Dasen, P. R., & Berry, J. W., & Poortinga, Y. H. (1999). Human behavior in global perspective. *Ch. 1: The sociocultural nature of human beings.*

UNIT TWO
CROSS-CULTURAL RESEARCH
METHODOLOGY
Design Strategies, Problems and Issues
(Two weeks)

GOALS:

1. To understand the importance of assessing human behavior within the context of its cultural environment.
2. To recognize the complexity in determining cultural effects on human behavior.

RATIONALE FOR UNIT:

Research methodology in psychology has been a predominantly Western-driven theory based on behavioral data from mainly white, middle-to-upper class level college students and generalized indiscriminately to all populations regardless of gender, ethnicity, or culture. Recognition of this methodological shortcoming has been the impetus for incorporating culture as a factor in human behavior, facilitating new research methods and modifying statistical analysis. The goal of cross-cultural psychological research is to determine how elements of culture and human behavior relate either by focusing on behavioral differences or finding universal patterns of behavior. Discussing design strategies, problems with design and issues in methodology will illustrate the complex but

necessary incorporation of culture in psychological research.

OBJECTIVES FOR UNIT:

1. To examine cross-cultural research literature which recognizes the significance of incorporating human behavior study within cultural context.
2. To introduce research methods which have been used to assess universality and non-universality of psychological traits, processes, and developments.
3. To describe strategies in conducting cross-cultural research methods to improve the quality of evidence.
4. To analyze problems associated with cross-cultural psychology research.
5. To discuss issues in methodology based on culture as a treatment or a non-treatment variable.

POSSIBLE ACTIVITIES:

1. Discuss reading of research article which recognizes the importance of conducting human behavioral research in cultural context.
2. Using one cross-cultural research method, describe a question or observation about human behavior and briefly outline an experiment which would incorporate two cultures into the study.
3. Choose a component of human behavior to study and reference the Human Relations Area Files to investigate this component for cross-cultural differences.
4. Find a simple experiment within the research literature which used a college student population, outline an attempt at replication within another culture, and describe the potential problems in design.

5. Write a term paper which considers culture as a treatment variable and discuss the control issues associated with methodology.

SUGGESTED REFERENCES:

Berry, J. W., Poortinga, Y. H., & Pandey, J. (1997). Handbook of cross-cultural psychology: Vol. 1. Theory and method. *Ch. 7: Methods and data analysis of comparative research, Ch. 8: Culture as process: Empirical methods for cultural psychology.*

Lee, Y-T. (1994, June). American psychologist. *Why does American psychology have cultural limitations?*

Lonner, W. J. & Berry, J. W. (1986). Field methods in cross-cultural research. *Ch. 2: Strategies for design and analysis.*

Matsumoto, D. (1996). Culture and psychology. *Ch. 4: Cross-cultural research methods: Issues in the conduct of studies across cultures: Why it is important to understand cross-cultural research methods.*

Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1999). Human behavior in global perspective. *Ch. 2: Cross-cultural research: Scope and methods.*

Segall, M. H., Lonner, W. J., & Berry, J. W. (1998, Oct.). American psychologist. *Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research.*

Triandis, H. C. (1996). American psychologist. *The psychological measurement of cultural syndromes.*

UNIT THREE
CULTURE AS CONTEXT FOR HUMAN
DEVELOPMENT
Personality, Lifespan Development
Perception, Cognition, Language
(Five weeks)

GOALS:

1. To expose students to cultural effects on personality and lifespan development.
2. To provide students with an understanding of culture and the basic psychological processes of perception, cognition, and language acquisition.
3. To have students analyze the qualities which would characterize psychological traits, processes and developments as universal or non-universal.
4. To assist students in understanding the combination of psychological processes, developments and traits which affect human behavior in cultural interaction.

RATIONALE FOR UNIT:

Psychological research in human development and processes has only recently incorporated the context of culture in its study. Traditionally, personality researchers tended to reduce personality to core traits shared among those in a singular society and ineffectively based personality

theories on the model of the socially independent individual. Now researchers acknowledge other models of personality exist as derived from cross-cultural studies and seek to find functional relationships among elements of culture and aspects of behavior instead of maximizing core traits.

Ironically, even though human behavior develops through an individual's lifespan within culture, developmental psychology has not consistently included culture within its research parameters.

Likewise, cross-cultural psychology has only recently been designed to specifically incorporate stages of human development within its study.

This hindrance has created a lag in cultural psychological knowledge of lifespan development but is being overcome in current research.

Perception is the one area of psychological research designed to find universal traits in human behavior due to its neurophysiological characteristics and common environmental exposure. Comparison of the way people perceive the world from different cultures should provide insight into the human perceptual system, universal perceptions, and cultural similarities and differences in cognition, motivation and behavior.

Every process in which an individual obtains and utilizes knowledge is referred to as cognition.

Discovering cultural diversity as well as universal traits in the process of cognition are goals in the study of cross-cultural psychology.

Language acquisition, an obvious area of cross-cultural study, is an important revealer of cultural devices in cognitive development and socialization. Bilingualism and the study of acquiring two or more languages has become an important research area in psychology.

Studying cultural effects on personality, lifespan development, perception, cognition and language acquisition fulfills the scope of understanding human development.

OBJECTIVES FOR UNIT:

1. To provide recent psychological research on personality and human development which factors in the effects of cultural environment.
2. To discuss cross-cultural research in perception and why studying perception is an important resource in defining universal psychological processes.
3. To examine cross-cultural research in cognition which reveals both universal and non-universal psychological traits.
4. To illustrate functional relationships between culture, language and worldview.
5. To encourage a discussion about the elements in lifespan development, personality, perception, cognition and language when they are combined and how they affect human behavior during interactions with individuals from differing cultures.

POSSIBLE ACTIVITIES:

1. Read and discuss recent research article in cross-cultural psychology on personality and/or human development.
2. Present perceptual activity by having 2 groups view separately pictures of a zebra with white and black stripes and asking each the color of the stripes. This should illustrate differences in perception and cognition indicating the prevalence of context on interpretation.*
3. Visit two similar settings of different cultures, such as two ethnic restaurants which employ ethnic employees. Report on observations of the interactions between the employees on the wait staff and between wait staff and customers in each setting.
4. Invite a guest speaker who is bilingual to give a presentation on their understanding of two cultures and how it may affect their worldview.

5. Have each group of students choose to discuss one cross-cultural research article on a component of human behavioral processes and then widen the discussion to the full class on how each component may affect intercultural relationships.

SUGGESTED REFERENCES:

Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (1997). *Handbook of cross-cultural psychology: Vol. 2. Basic processes and human development. Ch. 3: Human development in culture across the life span, Ch. 4: Perception and aesthetics, Ch. 5: Cognition and cognitive development, Ch. 7: Language acquisition and bilingualism.*

Church, A. T. & Lonner, W. J. (1998, Jan.). *Journal of cross-cultural psychology. The cross-cultural perspective in the study of personality: Rationale and current research.*

Crystal, D. S., Weinfurt, K., Watanbe, H., & Wu, C. (1998, Jul.). *Developmental psychology. Concepts of human differences: A comparison of American, Japanese, and Chinese children and adolescents.*

Delgado, A. R., & Prieto, G. (1997, Oct.). *Journal of applied social psychology. The cultural factor in lay perception of jealousy as a motive for wife battery.*

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Gardiner, H. W., Mutter, J. D., & Kosmitzki, C. (1998). *Lives across cultures. Ch. 4: Culture and cognition, Ch. 5: Culture, self, and personality.*

Gauvain, M. (1995, Jan.-Feb.). *Human development. Thinking in niches: Sociocultural influences on cognitive development.*

Lucariello, J. (1995, Jan.-Feb.). *Human*

development. *Mind, culture, person: Elements in a cultural psychology.*

Markus, H. R. & Kitayama, S. (1998, Jan.).
Journal of cross-cultural psychology. *The cultural psychology of personality.*

Matsumoto, D. (1996). Culture and psychology.
Ch. 3: Culture, self and personality: The influence of culture on our sense of self and personality, Ch. 5: Enculturation, socialization, and development: Cultural differences in development and development of culture, Ch. 9: Culture and basic psychological processes: Perception, cognition, and intelligence, Ch. 12: The diversity of human feeling: Cultural similarities and differences in expression, perception, and experience of emotion, Ch. 13: Culture and language: The relationship between culture, language, and worldview.

* Seelye, H. N. (1996). Experiential activities for intercultural learning. *Ch. 2: The zebra's stripes.*

Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1999). Human behavior in global perspective. *Ch. 2: Cross-cultural research: Scope and methods, Ch. 3: Human development and informal education, Ch. 4: Perceptual and cognitive processes, Ch. 6: Everyday cognition.*

Stipek, D. (1998, Sept.). Journal of cross-cultural psychology. *Differences between Americans and Chinese in the circumstances evoking pride, shame, and guilt.*

UNIT FOUR
SOCIOCULTURAL CHANGES
Social Behavior, Enculturation/Acculturation
Ethnocentrism, Gender Roles
(Four weeks)

GOALS:

1. To provide students with an understanding of the impact social change has on cultural environment and reciprocal effects of changing culture on social behavior.
2. To assist students in understanding the universal processes of enculturation and acculturation.
3. To expose students to the positive and negative interactions associated with acculturation.
4. To make students aware of the impact culture has on defining gender roles.

RATIONALE FOR UNIT:

Sociocultural changes are an important area of research for psychologists. The adaptation of human behavior due to changes in society can significantly impact the cultural environment. Social behavior is displayed through overt interactions between individuals and groups of individuals beginning in infancy and continuing through old age up to the moment of death. Each individual is born into an established cultural setting which is learned more through observation rather than direct teaching during one's lifespan and is referred to as the process of enculturation. A group of individuals who have shared the enculturation process may move into prolonged contact with another group from a different cultural context causing behavioral adaptation in both parties and is defined as acculturation.

Ethnocentrism is seen when one of these groups holds prejudicial attitudes towards the other based on a lack of acceptance of different cultural values and meanings. Gender roles are established in each culture but are differentiated from culture to culture. Understanding these social dynamics is necessary to comprehend cultural effects on human behavior.

OBJECTIVES FOR UNIT:

1. To discuss how social behavior is dictated by cultural influence.
2. To examine the ways individuals internalize cultural norms through enculturation.
3. To discuss negative social behavior of ethnocentrism during acculturation.
4. To discuss positive interactions between culturally diverse groups during acculturation.
5. To provide gender role related issues which are dependent on culturally bound interpretation.

POSSIBLE ACTIVITIES:

1. View a videotape which illustrates core values of American culture such as the 1962 film *To Kill a Mockingbird* and identify parts of the film which would be confusing to someone outside of American culture such as American beliefs, family relationships, history and the legal system.*
2. Make a list of games played in childhood between the age of four and seven years. Discuss the underlying values, beliefs, skills, or norms these games involved and if these games would be changed if played today or in cultures with different value systems.

3. Read and discuss several newspaper articles dealing with genocide, ethnic conflict and other forms of ethnocentrism.
4. Interview an individual or group of individuals who are originally from another culture and have been living in America for at least one year having them describe their experiences in adapting.
5. Design a culture where norms for gender roles are exactly reverse from another culture, describing how this would affect social behavior among its members.

SUGGESTED REFERENCES:

Berry, J. W., Segall, M. H., & Kagitcibasi, C. (1997). *Handbook of cross-cultural psychology: Vol. 3. Social behavior and applications. Ch. 4: Intergroup relations, Ch. 5: Sex, gender, and culture, Ch. 8: Acculturation and adaptation.*

Cairns, E. & Darby, J. (1998, Jul.). American psychologist. *The conflict in Northern Ireland: Causes, consequences, and controls.*

Gardiner, H. W., Mutter, J. D., & Kosmitzki, C. (1998). *Lives across cultures: Cross-cultural human development. Ch. 7: Culture and social behavior, Ch. 6: Culture and issues of sex and gender.*

Gauvain, M. (1995, Jan-Feb.). Human development. *Thinking in niches: Sociocultural influences on cognitive development.*

Georgas, J., Berry, J. W., Shaw, A., Christakopoulou, S., & Mylonas, K. (1996, May). *Journal of cross-cultural psychology. Acculturation of Greek family values.*

Lonner, W. J. & Berry, J. W. (1986). *Field methods in cross-cultural research. Ch. 9: Assessment of social behavior, Ch. 10: Assessment of acculturation.*

Matsumoto, D. (1996). Culture and psychology. *Ch. 5: Enculturation, socialization, and development: Cultural differences in development and development of culture, Ch. 7: Culture and intergroup relations: Cultural and psychological influences on ethnocentrism and stereotypes, Ch. 8: Culture and social behavior: Intergroup behavior, attributions, and stereotypes, Ch. 10: Culture and gender: Cultural similarities and differences in gender roles.*

Moghaddam, F. M., Taylor, D. M., & Wright, S. C. (1993). Social psychology in cross-cultural perspective. *Ch. 4: Social influence, Ch. 5: Social relations, Ch. 6: Intercultural contact and social psychology.*

Nishida, H., Hammer, M. R., & Wiseman, R. L. (1998, Jul.). Journal of cross-cultural psychology. *Cognitive differences between Japanese and Americans in their perceptions of difficult social situations.*

Rushton, J. P. (1998, Winter). Journal of social, political and economic studies. *Genetic similarity theory and roots of ethnic conflict.*

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* Seelye, H. N. (1996). *Ch. 14: Cultural deconstruction exercise.*

Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1999). Human behavior in global perspective. *Ch. 1, The Sociocultural nature of human beings, Ch. 8: Males and females and the relationships between them, Ch. 10: Intercultural relations in a shrinking world, Ch. 11: Acculturation*

Smith, D. N. (1998, Jul.). American psychologist. *The psychocultural roots of genocide: Legitimacy*

and crisis in Rwanda.

UNIT FIVE
CULTURAL INFLUENCES
Organizations, Work Environments,
Health, Illness, and Health Care Delivery
(Two weeks)

GOALS:

1. To present to students the challenges faced by cultural influences on business, industry and the health care profession.
2. To assist students in understanding the growing need to be sensitive to cultural differences in the workplace.

RATIONALE FOR UNIT:

Worldwide collaboration is taking place in business, industry, and the healthcare field through global networking. Cross-cultural management of labor and resources is an especially challenging task for business and industry. Groups of individuals from various cultural environments face intercultural social dynamics such as acculturation and ethnocentrism yet need to transcend these in order to produce a common good. The healthcare profession working towards the common good cross-culturally has to be extremely sensitive and aware of differing social attitudes, values and belief systems to be effective. Research in cross-cultural psychology is providing knowledge of these dynamics and are available to those requiring the education and skills needed to work interculturally.

OBJECTIVES FOR UNIT:

1. To discuss cultural influences on leadership, management and productivity.
2. To analyze communications within a working group of culturally diverse individuals.
3. To examine physical growth and developmental differences based on cultural environments.
4. To address concerns health care providers

have when working cross-culturally.

POSSIBLE ACTIVITIES:

1. Interview a member of management in a company which employs culturally diverse workers either locally or abroad to find out what challenges they face in leadership, management or productivity.
2. In small groups of 3-4 members each, have groups discuss a number of values associated with work deciding whether the values reflect similarities or differences based on culture, age, or gender.*
3. Visit a hospital or clinic and interview a physician from a different culture to find out what differences they may have noticed in physical growth and development between their culture and the culture they now work in.
4. Invite a health care worker who delivers health care to a culturally diverse population such as migrant workers in a rural farming community for a presentation on the challenges they may encounter.

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SUGGESTED REFERENCES:

Berry, J. W., Segall, M. H., & Kagitcibasi, C. (1997). Handbook of cross-cultural psychology: Vol. 3. Social behavior and applications. *Ch. 10: Industrial/Organizational Psychology.*

Gardiner, H. W., Mutter, J. D., & Kosmitzki, C. (1998). Lives across cultures: Cross-cultural human development. *Ch. 3: Cultural aspects of physical growth and development, Ch. 9: Culture and health.*

Matsumoto, D. (1996). Culture and psychology. *Ch. 6: Cultural influences on organizations and the world of work: Leadership, management, and*

productivity, Ch. 11: Culture and health: Sociocultural influences on health, illness, and health care delivery.

Perry, G. (1999). Perspectives: Intercultural communications. *Ch. 11: When groups consist of multiple nationalities: Towards a new understanding of the implications.*

* Seelye, H. N. (1996). Experiential activities for intercultural learning. *Ch. 20: Work values exercise.*

UNIT SIX
GLOBAL COMMUNITY PSYCHOLOGY
(One week)

GOALS:

1. To make students aware of the growing trend in cross-cultural psychology towards a global community psychology.

RATIONALE FOR UNIT:

Because of the changes in telecommunication, transportation and a widening global community, some suggest new methods and practices in psychology need to be developed based on multicultural, multidisciplinary, multisectoral, and multinational foundations. These methods need to be global in interest, scope, relevance and applicability. Cultural connections are leading researchers to question if culture is still geographically localized or if culture is becoming hybridized. Attention is being focused on contact zones between cultures instead of the transitioning cultural centers leading to complexities in research measurement of cultural beliefs, behavior and identity. Universalizing psychology admittedly may be difficult but necessary to a complete and comprehensive study of human behavior.

OBJECTIVES FOR UNIT:

1. To discuss the hybridization of culture taking place globally.
2. To describe the trend in psychology towards multidisciplinary, multinational and multicultural methodology.

POSSIBLE ACTIVITIES:

1. As a group project, choose three cultures the group is most familiar with, hybridize a

fourth culture with the characteristics from the other three and explain the process in terms of current global trends.

2. Gather evidence through newspaper articles, magazines, Internet or other resources illustrating the need for psychology as science of human behavior to become multidisciplinary, multinational and multicultural in its methodology.

SUGGESTED REFERENCES:

Berry, J. W., Poortinga, Y. H., & Pandey, J. (1997). Handbook of cross-cultural psychology: Vol. 1. Theory and method. *Ch. 9: Towards convergence?*

Bond, M. H. & Smith, P. B. (1996, Annual). Annual review of psychology. *Cross-cultural social and organizational psychology.*

Hermans, H. J. & Kempen, J.J. G. (1998, Oct.). American psychologist. *Moving cultures: The perilous problems of cultural dichotomies in a globalizing society.*

Marsella, A. J. (1998, Dec.). American psychologist. *Toward a "Global-Community Psychology".*

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CURRICULUM EVALUATION

STUDENT EVALUATION

Unit Two: Cross-Cultural Research Methodology
Design Strategies, Problems and Issues

1. Give a brief outline of reasons for the field of psychology to include culture in the study of human behavior.
2. Name and describe the four common types of methods used in the methods and

analysis of cross-cultural comparative studies.

3. Describe how to use each of the following as a strategy to improve the quality of data in cross-cultural research.

Dependent variable
Comparison of inferences
Relative differences instead of absolute differences
Assessment independent variable
Hypothesis phrasing

4. Describe how each of the following presents a problem to cross-cultural research.

Null hypothesis
Random assignment of subjects
Replication of experiment
Equivalence of subject groups
Observation of phenomenon

5. Discuss the complexity of culture as a treatment variable
6. Discuss the following in terms of experimental control issues

Assignment of subjects
Control over treatment variable
Control over confounding variables
Measurement control and statistical adjustment for differences

Unit Four: Sociocultural Changes Social Behavior, Enculturation/Acculturation, Ethnocentrism, Gender Roles

1. Discuss the differences between Americans and Chinese in circumstances evoking pride, shame and guilt.
2. Envision the first 5 years of your offspring and describe the way the offspring would acquire 3 American cultural values through enculturation.

3. Illustrate with a current event how strong, positive identity of one cultural group reinforces negative feelings, attitudes and behavior towards another cultural group.
4. Using acculturation variables which can aid in cultural adjustment, describe social behavior in a successful culturally diverse neighborhood.
5. Switch the gender role you currently play for the next 10 minutes and write your feelings about living in this culture.

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DOCUMENT VALIDATION

In order for this community college curriculum in cross-cultural psychology to achieve validation, it should be evaluated by a panel of leading experts in the profession of cross-cultural psychology. This panel should consist of Dr. J. W. Berry, Dr. Y. H. Poortinga, Dr. M. H. Segall, Dr. W. J. Lonner, Dr. H. W. Gardiner, Dr. C. Kosmitzki, Dr. A. J. Marsella, Dr. D. Matsumoto, Dr. F. M. Moghaddam and Dr. H. C. Triandis. I would also choose several community college curriculum administrators to evaluate this program in terms of appropriate education level for students in community colleges. A cover letter and survey should be enclosed with the curriculum program. These experts would be asked to critique the curriculum in terms of cohesiveness of content, aims, goals, and objectives, teaching activities and inclusion of current research methodology, practice and findings.

Old Dominion
University
Norfolk, VA
23529

Dr. John W. Berry
Department of Psychology
Queens University, Kingston, Ontario, Canada

Dear Dr. Berry:

I am a curriculum developer who requests your evaluation of the enclosed curriculum program in cross-cultural psychology for community colleges. A survey is also included to facilitate your evaluation in terms of curriculum content and cohesiveness.

Feel free to add your comments beyond what is covered in the survey. Your significant expertise in the field of cross-cultural psychology is a benefit to those of us who develop the curriculums to teach the research. Thank you for your time, knowledge and cooperation in this matter.

Sincerely,

Susan Flowers

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DOCUMENT VALIDATION SURVEY

1. Is the definition of cross-cultural psychology precise and current?
2. Does the rationale for teaching cross-

cultural psychology in the community college provide a strong case for offering this curriculum?

3. Is the content source complete with accurate and necessary information affording a solid knowledge base for learning by community college students?
4. Do the program aims of this curriculum reflect the content source?
5. Do the program aims of this curriculum predict an outcome of learning appropriate to a thorough understanding of cross-cultural psychology?
6. Do the program goals reflect the direction a course in cross-cultural psychology should follow?
7. Are the program goals congruent with the program aims?
8. Is the scope of the content complete and divided into coherent units?
9. Is the sequence of the content in the most advantageous order for learning?
10. Do the unit rationales substantiate the unit goals?
11. Do the unit objectives measure competency of the unit?
12. Are the activities congruent to the learning of the unit?
13. Are there any units which need to be removed, revised or added?
14. Do the references provide the curriculum with current and accurate knowledge?

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* Suggested course textbooks

