



# SYLLABUS

Rev. 5  
19.05.15  
Direzione Accademica

## PALAZZI FLORENCE ASSOCIATION FOR INTERNATIONAL EDUCATION FLORENCE UNIVERSITY OF THE ARTS SAS - SCHOOL OF ARTS AND SCIENCES

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SCHOOL OF LIBERAL ARTS

DEPARTMENT OF PSYCHOLOGY

**COURSE TITLE: CULTURE SHOCK: CROSS CULTURAL PSYCHOLOGY**

**COURSE CODE: LAPYCS310**

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3 Semester Credits

### **1. DESCRIPTION**

Over the recent decades, globalization has brought about a phenomenon that has increasingly been recognized by both psychologists and anthropologists as a viable field of research: Culture Shock. Also referred to as "culture fatigue" or "role shock," culture shock refers to the reactions of travelers during their first few months in a foreign country. This course presents culture shock within the context of cross-cultural psychology and places a specific emphasis on the students' own experiences as they live and study in a foreign country. Topics explored will include the role of communication and communication norms, cultural variables, taboos and rituals, and cultural adjustment.

### **2. OBJECTIVES**

Knowledge Skills (Technical and Historical)

- Identify, organize and interrelate the various theories involved in cross-cultural research
- Understand the contributions of cultural anthropology, social psychology and communication in the applications of cross-cultural research and methodology
- Acquire the vocabulary necessary to articulate and persuasively convey the many conceptual frameworks, theories, ideas for further research and current applications of cross-cultural psychology and, specifically intercultural contact and acculturation processes.
- Recognize & evaluate specific cultural and personal variables that affect behavior outcomes of groups and individuals
- Demonstrate how selected forms of acculturation reflect changes in societal and individual values and behavior
- Acquire the skills required to develop a multicultural ideology and sensitivity
- Relate biographical information to current trends and practices in cross-cultural psychology
- Understand and utilize the *Eco cultural* and *Acculturation* frameworks and models for a conceptual interpretation of various studies in the field
- Define and identify specific variables and influences on acculturating groups from the perspective of international students, business people, refugees, immigrants and sojourners.

Critical Thinking Skills (Oral & Written)

- Evaluate the impact of theoretical concepts of cultures and individuals and how they affect current research (culture as internal/external, relativism/universalism)
- Analyze the relationships between behavior, culture and biology
- Articulate specific terminology acquired in class and readings

- Critically trace the history and roots of cross-cultural psychology, acculturation and intercultural contact
- Write and defend a position on the impact of various influences on acculturation as well as underlying theories that emphasize certain approaches
- Reveal how critical interpretations of culture are bound by history, biology, norms and values, gender relations, ethnocentrism etc.
- Understand and appreciate the psychological organization of cultural differences

#### Attitudinal Skills (Affective & Behavioral)

- Demonstrate a heightened appreciation and curiosity for intercultural contact and outcomes
- Respond to the current research and theories with critical analyses appropriate for academic study as well as on emotional/ethical levels appropriate for personal and professional interest
- Consider the meaning and impact of *multiculturalism* and the implications of such in today's global society
- Appreciate the various conceptual frameworks in providing a broad understanding of intercultural contact and culture, and how they advance future research.

### **3. REQUIREMENTS**

A background in Psychology or Social Psychology is recommended.

### **4. METHOD**

Each class period combines short lecture, round-table discussion/debate and/or exercises relevant to course topics and assigned readings. Critical thinking exercises (both in-class and take home) are often assigned. Supplementary, multimedia materials and resources are often made use of in-class. Exams will include concepts and terminology from the assigned readings *and* in-class lecture material.

### **5. TEXT BOOK – FURTHER READINGS – RESOURCES**

#### **TEXT BOOK**

*The Psychology of Culture Shock* by Colleen Ward, Stephen Bochner and Adrian Furnham (Second Edition, Routledge). This book must be purchased at the Paper Back Exchange (Via delle Oche). Reference number: **9780415162357- PSYCHOLOGY OF CULTURE SHOCK - 2nd ed. –Cost Euro 41, 50**

**Suggested text:** *Cross-Cultural Psychology, Research and Applications* by John W. Berry et al (Cambridge)

*\*both books will be utilized by the professor for the main lecture material*

The text book is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

#### **FURTHER READINGS**

*(Books listed below are available in the FUA library)*

Everett M. Rogers & Thomas M. Steinhart *Intercultural Communication*

Fred Jandt *Introduction to Intercultural Communication*

Kathryn Dindia & Steve Duck *Communication and Personal Relationships*

Hewston and Stroebe *Introduction to Social Psychology*

D. Morris *People Watching*

#### **LIBRARIES IN FLORENCE**

The FUA library is located in Corso Tintori 21. Please consult the posted schedules for official opening times. Also note that the library is for consultation only and it is not possible to borrow

materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students are also encouraged to take advantage of Florence's libraries and research centers:

### **Biblioteca Palagio di Parte Guelfa**

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation: [http://www.biblioteche.comune.fi.it/biblioteca\\_palagio\\_di\\_parte\\_guelfa/](http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/)

### **Biblioteca delle Oblate**

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation: [www.bibliotecadelleoblate.it](http://www.bibliotecadelleoblate.it)

### **The Harold Acton Library at the British Institute of Florence**

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation and student (fee-based) membership information: [www.britishinstitute.it/en](http://www.britishinstitute.it/en)

## **6. FIELD LEARNING**

This course does not include a field learning activity.

## **7. COURSE MATERIALS**

Personal Learning Journal in any form suitable to be transmitted via internet to the professor.

## **8. COURSE FEES**

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

## **9. EVALUATION – GRADING SYSTEM**

- 5 % Attendance
- 10 % Participation
- 30 % Assignments (journal work, project/presentation)
- 25 % Midterm Exam
- 30 % Final Exam

A = 93-100 %, A- = 90-92%, B+= 87-89%, B = 83-86%, B-=80-82%, C+ = 77-79%, C=73-76%, C-=70-72%, D = 60-69%, F= 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

## **10. ATTENDANCE – PARTICIPATION**

Academic integrity and mutual respect between instructor and student are central to the FUA academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

On the **second absence** the attendance and participation grade will be impacted. Please note that missing certain field learning activities may count for more than one absence.

On the **third absence** the instructor may lower the final grade by one letter grade. (Example: Final grade average of 93% or A will become a B).

**The fourth absence constitutes automatic failure of the course. Students with excessive absences will be asked to withdraw with a W (if before the deadline) or leave the course with a WF.**

## **Late Arrival and Early Departure**

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

**Travel (or delays due to travel) is NEVER an excuse for absence from class.**

It is always the student's responsibility to know how many absences he or she has in a course. If in doubt, speak with your instructor!

**Participation:** Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work and in-class activities, responsible behavior, and completion of assignments will be assessed.

## **11. EXAMS – PAPERS – PROJECTS**

Assignments include critical thinking exercises/journal work (15% of your assignment grade) and group project/presentation (15 % of your assignment grade for a total of 30%). See section 9 above.

The midterm and final exams are based on in-class lecture material *and* at-home readings. The questions are worth 100 points in total, and will be graded according to the FUA grading scale.

**Mid-term exam:** counts for 25 % of the final course grade

**Note\* the time and date of the exams cannot be changed for any reason.**

FORMAT: The Mid-term exam will be a combination of short answer and an essay question.

**Final Exam:** counts for 30 % of the final course grade.

FORMAT: The final exam is not cumulative. Fifty-percent of the final exam grade will be in the form of short answer questions, which are based upon the readings and lectures. The other 50% of the final exam grade will come from a research paper (see Lesson 12 below). The paper is due on the same day of the final exam.

## **12. LESSONS:**

**Lesson 1** Introduction to the course. Culture shock: aspects, reactions, provoking circumstances and patterns.

**Reading assignments:** *Cross-Cultural Psychology, Research and Applications* (J. W. Berry, et al), pp. 3-20

**Additional readings:**

*Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives* (M. Sperring, 2001) sect.1.3 pp. 7-8

**Workshop: Ice Breaker**

**Assignments:** *Journal Entry #1*

**Lesson 2** Stages of culture shock

**Reading assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham), pp. 4-18

**Additional readings:**

*Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives* (Miriam Sperring, 2001) sect. 2.1 pp. 9-15

*Cross-Cultural Psychology, Research and Applications* (John. W. Berry, et al) pp. 23-24, Table 1.1

**Workshop:** My Cultural Description

**Assignments:** *Journal Entry #2*

**Lesson 3** Verbal communication: importance in our approach to others, the history and the evolution of the verbal communication. Language, as well as body-language and proxemics as a barrier to intercultural communications.

**Reading assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham), pp. 19-46

**Additional readings:** *Cross-Cultural Psychology, Research and Applications* (Berry et al), pp. 35-64, 307-333

**Workshop:** Exploration and Feedback

**Assignments:** *Journal Entry #3*

**Lesson 4** Common communication difficulties: stereotypes, prejudices and ethnocentrism their negative influence in our approach to the others.

**Reading assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham), pgs. 47-69

**Additional readings:** *Cross-Cultural Psychology, Research and Applications* (Berry et al) pp. 36-63, 274-298

*Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives* (M. Sperring, 2001) sect. 4.1.3-4.1.3.2, pp. 32-34

*Acculturation, Social Identity, and Social Cognition: A New Perspective* (Amado M. Padilla William Perez, 2003)

**Workshop:** Cultural Fishbowl

**Assignments:** *Group divisions for project, Journal entry #4*

**Lesson 5** Objectiveness does not exist; we are fruits of our roots.

**Reading assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham, pp. 70-96)

**Additional readings:**

*Cross-Cultural Psychology, Research and Applications* (Berry et al) pp. 84-130; 351-356

Stereotype Threat (video) – refer to course addendum

*Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives* (Miriam Sperring, 2001) sect. 3.1, pp. 18-29

**Workshop:** Exploration and Feedback

**Assignments:** *Journal entry #5*

**Lesson 6** Causes of culture shock: general analysis, stress reactions, cognitive fatigue, role shock, and personal shock

**Reading assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham pp. 98-121)

**Additional readings:**

*Cross-Cultural Psychology, Research and Applications* (Berry et al) pp. 132-177

*Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives* (Miriam Sperring, 2001) sect. (4.1) pp. 30-31

**Workshop:** Exploration and Feedback

**Assignments:** *Journal entry #6*

**Lesson 7 Midterm Exam**

**Lesson 8 Break**

**Lesson 9** Strategies for managing culture shock and adaptation: general analysis, *pre departure preparation, and transition adjustments.*

**Reading assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham pp. 123-141)

**Additional readings:**

*Cross-Cultural Psychology, Research and Applications* (Berry et al) pp. 405-422  
Cognitive Dissonance Simply Psychology (link in course addendum)

**Workshop:** Exploring Potential

**Assignments:** *Journal Entry #7*

**Lesson 10** Strategies for managing culture shock and adaptation: personal and *social relations, cultural and social interaction rules.*

**Reading assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham) pp. 142-167

**Additional readings:**

The case of Dhat syndrome

*Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives* (Miriam Spering, 2001) sect.4.1.5 pp. 35-36

**Workshop:** Exploration and Feedback

**Assignments:** *Journal Entry #8*

**Lesson 11** Sojourners: international students, international business people

**Readings Assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham) pp. 168-192

**Additional readings:**

*Cross-Cultural Psychology, Research and Applications* (Berry et al) pp. 381-404

*Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives* (Miriam Spering, 2001) sect. 4.2.2 pp. 42-47

**Assignments:** Group project presentations in class; Journal entry #9

**Lesson 12** Immigrants

**Readings assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham) pp. 193-219

**Additional readings:**

*Cross-Cultural Psychology, Research and Applications* (Berry et al) pp.422-439

*Theories and Methodologies in Acculturation Psychology: The Emergence of a Revolution?* (Simon Ozer, 2013)

**Workshop:** Exploration and Feedback

**Assignments:** Journal entry #10

**Lesson 13** Refugees

**Readings assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham) pp. 220-244

**Additional readings:**

*Cross-Cultural Psychology, Research and Applications* (Berry et al) pp.351-356

**Workshop:** Exploration and Feedback

**Assignments:** *Journal entry #11*

**Lesson 14** Reverse culture shock, final exam review

**Readings assignments:** *The Psychology of Culture Shock* (Ward, Bochner and Furnham) pp. 248-269

**Additional readings:**

*Cross-Cultural Psychology, Research and Applications* (Berry et al) pp.336-380

**Workshop:** Exploration and Feedback

**Assignments:** Final Paper due; Journal Entry #12

**Lesson 15 Final Exam**