



SAS – SCHOOL OF ARTS AND SCIENCES

**SCHOOL OF LIBERAL ARTS
DEPARTMENT OF PSYCHOLOGY
COURSE TITLE: CULTURE SHOCK: CROSS CULTURAL PSYCHOLOGY
COURSE CODE: LAPYCS190
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. Course projects and activities will contribute with the journalism activities of *Blending*, the magazine of AUF's campus press Ingorda.

2. OBJECTIVES

Upon successful completion of this course, students will:

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

There are no prerequisites for this course.

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.

Course projects and activities will contribute with the journalism activities of Blending, the magazine of AUF's campus press Ingorda.

The periodical is an officially licensed product of journalism registered with the Italian tribunal system. Its mission is to provide unique perspectives of Florence and Italy beyond standard tourism through articles focusing on the arts, gastronomy, travel, and community. Readership is international, including readers associated with the university network in both Florence and throughout the world.

5. TEXTBOOK – FURTHER READINGS – RESOURCES

TEXTBOOK (Copy available at the university library):

Colleen Ward, Stephen Bochner and Adrian Furnham, *The Psychology of Culture Shock*, Second Edition, Routledge.

John W. Berry et al., *Cross-Cultural Psychology, Research and Applications*, Cambridge.

The textbook 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 University 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

Please consult the posted schedules for official opening times of the university library. 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 may also utilize additional libraries and research centers within the local community:

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/

BIBLIOTECA DELLE OBLATE

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:

www.bibliotecadelleoblato.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. This library requires a fee-based student membership. For information: www.britishinstitute.it/en

6. FIELD LEARNING

Please consult your Official Registration for any mandatory field learning dates. Field Learning Activities cited in Official Registrations are an integral part of the course and also include an assignment that counts towards your final grade, details will be provided on the first day of class.

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

10 % Attendance

10 % Participation

30 % Assignments (journal work, project/presentation, including *Blending*)

20 % 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 academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

Absences are based on academic hours: 1 absence equals 3 lecture hours.

Two absences: 6 lecture hours, attendance and participation grade will be impacted.

Three absences: 9 lecture hours, the final grade may be lowered by one letter grade.

Four absences: 12 lecture hours, constitutes automatic failure of the course regardless of when absences are incurred.

Please note:

- The above hours refer to lecture hours. Please note that the contact / credit hour policy in the academic catalog includes additional distribution ratios according to delivery category. Ex: 1 absence equals 6 FL/SL/Lab hours or 9 EL hours.

- Hours may be distributed in different formats according to the academic course schedules.

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 the student's responsibility to know how many absences are incurred. 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, proper care of work space and tools, responsible behavior, and completion of assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

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-AUF grading scale.

Mid-term exam: counts for 20% 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	
Meet	In class
Lecture	Introduction to the course. Culture shock: aspects, reactions, provoking circumstances and patterns
Objectives	Introduce the main characteristics and features of the culture shock events
Workshop	Ice breaker
Readings/ Assignments	<i>Cross-Cultural Psychology, Research and Applications</i> (J. W. Berry, et al), pp. 3-20 Additional readings: <i>Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives</i> (M. Spering, 2001) sect.1.3 pp. 7-8 Journal entry #1

Lesson 2	
Meet	In class
Lecture	Stages of culture shock
Objectives	Gain knowledge of the common culture shock phases that may occur when moving to a new and different cultural environment
Workshop	My cultural description

Readings/ Assignments	<i>Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives</i> (Miriam Spering, 2001) sect. 2.1 pp. 9-15 <i>Cross-Cultural Psychology, Research and Applications</i> (John. W. Berry, et al) pp. 23-24, Table 1.1 Journal Entry #2
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Lesson 3	
Meet	In class
Lecture	Verbal communication
Objectives	Gain an understanding on the importance in our approach to others: language, as well as body-language and proxemics, as a barrier to intercultural communications. Gain knowledge of the verbal communication history and evolution.
Readings/ Assignments	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham), pp. 19-46 Additional readings: <i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al), pp. 35-64, 307-333 Journal Entry #3

Lesson 4	
Meet	In class
Lecture	Common communication difficulties
Objectives	Focus on the most frequent communication difficulties such as stereotypes, prejudices and ethnocentrism and their negative influence in our approach to the others.
Workshop	Cultural Fishbowl
Readings/ Assignments	<i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp. 36-63, 274-298 <i>Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives</i> (M. Spering, 2001) sect. 4.1.3-4.1.3.2, pp. 32-34. <i>Acculturation, Social Identity, and Social Cognition: A New Perspective</i> (Amado M. Padilla William Perez, 2003). Group divisions for project. Journal entry #4

Lesson 5	
Meet	In class
Lecture	Objectiveness does not exist: we are fruits of our roots.
Objectives	Gain an understanding on the concept of uninfluenced judgment
Readings/ Assignments	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham, pp. 70-96) Additional readings: <i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp. 84-130; 351-356 Stereotype Threat (video) – refer to course website <i>Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives</i> (Miriam Spering, 2001) sect. 3.1, pp. 18-29 Journal Entry #5

Lesson 6	
Meet	In class
Lecture	Causes of culture shock
Objectives	Analyze culture shock elements such as stress reactions, cognitive fatigue, role shock, and personal shock
Readings/ Assignments	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham pp. 98-121) Additional readings: <i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp. 132-177 <i>Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives</i>

	(Miriam Spering, 2001) sect. (4.1) pp. 30-31 Journal Entry #6
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Lesson 7	
Meet	In class
Lecture	MIDTERM EXAM

Lesson 8	
NA	ACADEMIC BREAK

Lesson 9	
Meet	In class
Lecture	Strategies for managing culture shock and adaptation
Objectives	Analyze the main culture shock adaptation approaches: pre departure preparation, and transition adjustments.
Workshop	Exploring Potential
Readings/ Assignments	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham pp. 123-141) Additional readings: <i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp. 405-422 Cognitive Dissonance Simply Psychology Journal entry #7

Lesson 10	
Meet	In class
Lecture	Strategies for managing culture shock and adaptation
Objectives	Analyze the main culture shock adaptation approaches: personal and <i>social relations, cultural and social interaction rules.</i>
Readings/ Assignments	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham) pp. 142-167 Additional readings: <u>The case of Dhat syndrome</u> <u><i>Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives</i></u> (Miriam Spering, 2001) sect.4.1.5 pp. 35-36 Journal Entry #8

Lesson 11	
Meet	In class
Lecture	Sojourners
Objectives	Gain knowledge of cultural shock effects on international students and international business people
Readings/ Assignments	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham) pp. 168-192 Additional readings: <i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp. 381-404 <u><i>Current Issues in Cross-cultural Psychology: Research Topics, Applications, and Perspectives</i></u> (Miriam Spering, 2001) sect. 4.2.2, pp. 42-47 Group project presentations in class Journal entry #9

Lesson 12	
Meet	In class
Lecture	Immigrants
Objectives	Gain knowledge of cultural shock effects on people who move permanently to foreign countries.
Readings/	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham) pp. 193-219

Assignments	Additional readings: <i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp.422-439 <i>Theories and Methodologies in Acculturation Psychology: The Emergence of a Revolution?</i> (Simon Ozer, 2013) Journal Entry #10
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Lesson 13	
Meet	In class
Lecture	Refugees
Objectives	Gain knowledge of cultural shock effects on refugees migrants and asylum seekers
Readings/ Assignments	<i>The Psychology of Culture Shock</i> (Ward, Bochner and Furnham) pp. 220-244 Additional readings: <i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp.351-356 Journal Entry #11

Lesson 14	
Meet	In class
Lecture	Reverse culture shock Final exam review
Objectives	Gain an understanding of re-entry reactions.
Readings/ Assignments	<i>Cross-Cultural Psychology, Research and Applications</i> (Berry et al) pp.336-380 Final Paper due Journal Entry #12

Lesson 15	
Meet	In class
Lecture	FINAL EXAM