INSTRUCTOR: Leslie Minor  PHONE: work: 541/383-7238
           E-mail: LeslieMinor@gmail.com  home: 541/223-7302

REQUIRED TEXT:  

Additional required readings are posted in the course website and/or linked to the last pages of this syllabus.

COURSE DESCRIPTION: Introduction to cross-cultural issues in personality and clinical psychology with emphasis on Western and Asian perspectives. 4 credits (IS or UQ or GP)

PREREQUISITE: Any one of the following may be used as a prerequisite -- PSYC 101, 181, 182, 183, 186, 187, 188, or consent of instructor.

COURSE OBJECTIVES: My objectives for this course include:

1. To introduce students to constructs, theories, methods of study, and research findings in the area of cross-cultural psychology, related to the self and societies.
2. To enhance sensitivity and respect in understanding cross-cultural issues and peoples, especially as relates to psychological topics in mental health and personality.
3. To gain an understanding of a range of religious philosophies and traditions as bases of psychological wellness and well-being, as alternatives or enhancements to traditional Western psychotherapies.

The listed acceptable course prerequisites include introductions to various sub-fields of psychology, excluding an introduction to cross-cultural psychology. Because many students will not likely, then, have taken a course introducing this area, we will spend the first half of the term focusing on the psychological examination of culture in general, and the second half of the course focusing on cross-cultural issues in personality and clinical psychology, with emphasis on Western and Asian perspectives.

METHODS OF EVALUATION:

Course grade: The final course grade will be determined by the following elements. Detailed instructions for all required course elements will be posted online in the course Website.

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introductions</td>
<td>5</td>
<td>5 points extra credit</td>
</tr>
<tr>
<td>Term Paper</td>
<td>65</td>
<td>65 points = 16%</td>
</tr>
<tr>
<td>Chapter Self-Quizzes</td>
<td>6</td>
<td>84 points = 21%</td>
</tr>
<tr>
<td>Weekly Discussions</td>
<td>9</td>
<td>126 points = 32%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>60</td>
<td>60 points = 15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>65</td>
<td>65 points = 16%</td>
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<tr>
<td>Total points possible</td>
<td></td>
<td>400 points = 100%</td>
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</tbody>
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Grading scale:

Grades will be assigned on a standard percentage system:

360-400 points = 90-100% = A, A-;
320-359 points = 80-89% = B+, B, B-;
280-319 points = 70-79% = C+, C, C-;
240-279 points = 60-69% = D;
< 60% = F
COURSE POLICIES

Late work: Penalties will accrue for unexcused late work.

Incompletes: A grade of Incomplete (I) is given only in emergency situations. The student must request an Incomplete in writing and must obtain permission of the instructor. All uncompleted work must be completed within the time limits set. If you simply don’t turn in the final assignments or the final exam, your course grade will be calculated with the missed portion counting for 0 points.

Academic honesty: Cheating and plagiarism will not be tolerated. Any student found to be engaging in either of these activities at any point in the course will receive a failing grade for the assignment and/or entire course and may be subject to further college sanctions.

Return of course materials: Course materials will be available online after grading.

Rules of discussion: The classroom -- whether face-to-face or online -- should be a safe haven within which individuals can discuss the widest possible range of topics without fearing retribution, ridicule, or attack. In order for this to happen, we must assume that we are all persons of intelligence and good will who may ultimately disagree, sometimes to a profound degree, with one another but whose characters are not impugned or intelligence disparaged because of this disagreement. The online classroom is not a forum for proselytizing, nor it is a soapbox for diatribes by either students or faculty. For the academic endeavor to succeed, we must treat each other with civility, courtesy, and respect. All perspectives and questions are welcome, as long as they are impelled by a genuine desire for knowledge, can be articulated thoughtfully, and supported by sound reasoning. This said, inappropriate or offensive remarks, and any “flaming” or insults to classmates or the instructor posted online, will be removed by the instructor, with no points given for those posts.

Students with disabilities: Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, should notify the instructor as early as possible, no later than the first week of the term.

CLASS OUTLINE, READINGS, AND ASSIGNMENTS: SCHEDULE AND DUE DATES

This schedule is subject to change. Students will be notified online of any changes made.

Classes open September 11. Please use this day to roam around online and acquaint yourselves with the basic course tools and pages, layout, requirements, and policies.

Note: “M & J” below refers to our main textbook, written by Matsumoto and Juang. Additional articles and readings are listed by title and author name.

Week 1: Week of September 11

- Read: Ch. 1. What is Culture? (M & J)
- Read: Subjective Culture (Triandis), http://www.ac.wwu.edu/~culture/triandis1.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.
- Introduce yourself to your virtual classmates before midnight Friday (5 points extra credit).

Week 2: Week of September 18

- Read: Ch. 2. Cross-Cultural Research Methods. (M & J)
- Read: Conducting Cross-cultural Psychology Research in Changing Cultures: Some Ethical and Logistical Considerations (Goodwin), http://www.ac.wwu.edu/~culture/Goodwin.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 3: Week of September 25

- Read: Ch. 3. Enculturation. (M & J)
- Read: Ch. 4. Culture and Developmental Processes. (M & J)
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.
Week 4:  Week of October 2
- Read: Ch. 5. Culture and Cognition. (M & J)
- Read: Decision Making in Individualistic and Collectivist Cultures (Guss), http://www.ac.wwu.edu/~culture/Guss2.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 5:  Week of October 9
- Read: Ch. 6. Culture and Gender. (M & J)
- Read: Asian American Mental Health: What We Know and What We Don't Know (S. Sue), http://www.ac.wwu.edu/~culture/SueS.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 6:  Week of October 16
- Read: Ch. 9. Culture, Language, and Communication. (M & J)
- Read: Ch. 15. Culture and Organizations (M & J)
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 7: Week of October 23 (Note earlier deadlines this week due to the Midterm Exam.)
- Read: Ch. 13. Culture and Social Behavior, I: Self. (M & J)
- Read: Ch. 14. Culture and Social Behavior, II. (M & J)
- Respond to a discussion question, and to two postings by others, before midnight Thursday.
- Take the online self-quiz for the readings before midnight on Saturday.
- MIDTERM DUE ONLINE BY MIDNIGHT, SATURDAY, OCTOBER 31, AT THE LATEST.

Week 8:  Week of October 30
- Read: From the ToDo Institute, read Introduction to Morita therapy, as well as the articles on “Meaningful Life Therapy” and “Constructive Living” linked to http://www.todoinstitute.com/morita.html
- Read: From the ToDo Institute, read the introduction to Naikan therapy, along with the three articles on self-reflection from the home page, linked to http://www.todoinstitute.com/naikan.html
- Read: “Hua-Yen Buddhism: Entry Into the Inconceivable” (Cleary), http://www.wisdomportal.com/HuaYenBuddhism.html
- Read: “Vipassana Dhura Meditation Society” introductory articles on Vipassana, Buddha, Buddhism, and meditation, at http://www.vipassanadhura.com/
- Read: “The Meaning of Depression and Malaise as seen from the Perspective of Hinduism” (Patil), http://www.healthpastoral.org/events/18conference/patil.htm

Week 9:  Week of November 6
- Read: Ch. 7. Culture and Health. (M & J)
- Read: Subjective Well-being Across Cultures (Suh & Oishi), http://www.ac.wwu.edu/~culture/Suh_Oishi.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.
Week 10: Week of November 13
- Read: Ch. 8. Culture and Emotion. (M & J)
- Read: Emotion Representation and Perception Across Cultures (Altarriba, Basnight, and Canary), http://www.ac.wwu.edu/~culture/altarriba2.htm
- Read: “The Continued Assessment of Self-Continuity and Identity” (Dunkel, Minor, and Babineau), posted online in BlackBoard
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 11: Week of November 20
- Read: Ch. 10. Culture and Personality. (M & J)
- Read: Measuring Personality and Values Across Cultures: Imported versus Indigenous Measures (Cheung and Cheung), http://www.ac.wwu.edu/~culture/Cheung.htm
- Read: Studying Personality Traits Across Cultures: Philippine Examples (Church and Katigbak), http://www.ac.wwu.edu/~culture/church_katigbak.htm
- Read: Cross-Cultural Research on the Five-Factor Model of Personality (McCrae), http://www.ac.wwu.edu/~culture/mccrae.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 12: Week of November 27
- Read: Ch. 11. Culture and Abnormal Psychology. (M & J) Read: The Mutual Embeddedness of Culture and Mental Illness (Sam and Moreira), http://www.ac.wwu.edu/~culture/Sam_Moreira.htm
- Read: Somatization vs. Psychologization of Emotional Distress: A Paradigmatic Example for Cultural Psychopathology (Ryder, Yang, and Heine), http://www.ac.wwu.edu/~culture/RyderYangHeine.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 13: Week of December 4
- Read: Ch. 12. Culture and the Treatment of Abnormal Behavior. (M & J)
- Read: Japanese Culture and Therapeutic Relationship (Nippoda), http://www.ac.wwu.edu/~culture/Nippoda1.htm
- Read: “The Influence of Culture on Mental Health and Psychopathology in Japan” (Rosen), http://artsci.wustl.edu/~copeland/rosen.html
- Read: The Making of a Culturally Competent Counselor (Pedersen) http://www.ac.wwu.edu/~culture/Pedersen.htm
- Respond to a discussion question, and to two postings by others, before midnight Friday.
- Take the online self-quiz for the readings before midnight on Saturday.

Week 14: Week of December 11 (Last day of the semester: Thursday, December 16)
(Note: THIS IS A SHORT WEEK. DEADLINES ARE EARLIER THAN USUAL.)
Term Paper is DUE online by midnight Sunday, December 12.
No new readings this week – finish your term paper by Sunday night, and prepare for the final exam. Respond to a discussion question, and to two classmates’ postings, by midnight Tuesday.
Take the online self-quiz before midnight on Wednesday.
Take the Final Exam before midnight on Thursday.
FINAL EXAM: Your final exam MUST be completed online by midnight Thursday, December 16. The fall semester ends on this date.

INSTRUCTOR BIOGRAPHY:
About your instructor:
Greetings! My name is Leslie Minor, you can call me Leslie. I have been teaching for Linfield College as
a part-time instructor, both online and traditional classes, for over a decade. I appreciate Linfield’s dedication to providing opportunities to the non-traditional student community – these classes are generally very enjoyable for me to teach as I interact with students from around the region (and sometimes the world!). I have a regular full-time job teaching psychology and sociology for Central Oregon Community College in Bend, Oregon, and a few courses for the University of Oregon’s satellite campus in Bend.

My undergraduate degree is in psychology, from the University of Washington in Seattle. I completed M.A. and Ph.D. degrees at the University of California, Irvine, in Social Ecology. This interdisciplinary program allowed me to specialize in social and developmental psychology, sociology, and education. I have lived most of my life in places that start with S (no, not intentionally, just a cool observation): Seattle, Southern California, Singapore, and Sisters. I currently live in Central Oregon. I have three amazing grown sons, and a large and growing extended family. When not grading student work (my sons call it my permanent hobby) I like to kayak, mountain bike, and take lots of photos.

I’ve had a long-standing interest in cross-cultural issues from a social science perspective. This interest led to an amazing opportunity to live and work in the small Southeast Asian nation of Singapore for two years, during which time I experienced PSYC 367, psychology from the Asian and Western perspectives, firsthand. I look forward to sharing those experiences, and hearing about yours, in this class.

“See” you online!