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FLORIDA
INTERNATIONAL
UNIVERSITY

SOP 4731: Global Psychology

Section U02

Spring 2018

SIPA 100 – MWF 9:00-9:50am

Laura Oramas, Ph.D.

Office Hours: By appointment only

Email: Via Canvas **ONLY**

I do not accept e-mails outside of Canvas

COURSE DESCRIPTION AND PURPOSE

"Globalization" refers to the movement of people and knowledge across borders. Two perspectives shape our understandings of globalization in psychology. The first tells us that we are all the same in our humanity, basic behaviors and beliefs—regardless of ethnic group, age, experience or social or political history. The second tells us that we are vastly different, based on our culture, experience, history, group membership and identity. How do these perspectives map onto global psychology research? And how does this inform psychological research, clinical and service activities? This course examines the sociocultural contexts that inform human behavior across cultures. Through an examination of specific influences of culture (i.e. race, ethnicity, religion, sexual orientation) on psychological outcomes and behaviors, students will examine topics of international diversity and commonality through direct application to global social phenomena. [This is a **Canvas-specific Global Learning** course that counts toward your global learning graduation requirement.](#)

***This is a web-assisted course. All students are **REQUIRED** to regularly utilize Canvas for assignment instructions, grades, and additional resource materials for this course (such as PowerPoint slides, required readings, ETC.).

STUDENT LEARNING OUTCOMES

By the end of this course, the successful student should be able to:

- Identify the interrelatedness of local, global, international, and intercultural issues, trends, and systems from psychological perspectives
- Illustrate an ability to engage in a multi-perspective psychological analysis of local, global, international, and intercultural psychological and behavioral problems
- Provide evidence of engagement in local, global, international, and intercultural problem solving using psychological theories and methodologies

TEXTBOOK

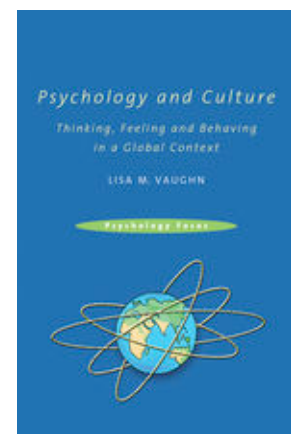
Psychology and Culture: Thinking, Feeling, and Behaving in a Global Context (Required)

By Lisa Vaughn

Taylor & Francis

ISBN: 1841698733

Additional required readings will be available on Canvas.



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REQUIRED I-CLICKERS

All students in this course must have an I-Clicker/I-Clicker 2 remote. The I-Clicker is a radio frequency device that allows students to respond to questions I pose in class. The purpose of the I-Clicker Response assignment is to allow students to illustrate their knowledge and grasp of each week's textbook and lecture materials. Students will answer questions about content in the lecture and textbook using the required I-Clicker System during every class session.



New I-Clickers can be purchased with the course text in the bookstore or used on various online sites. If you already have an I-Clicker you DO NOT need to buy another one; though it is not advised, you can also borrow one from a friend so long it is not being used in the same class section. More information about registering and using the I-Clickers will be given during class.

COURSE COMMUNICATION

Communication in this course will take place via **Canvas**. Users must log on to the Canvas system to send/receive/read messages. It is recommended that students check their messages routinely to ensure up-to-date communication.

ASSIGNMENTS

SYLLABUS QUIZ (5 POINTS)

Students are required to take a Syllabus Quiz on Canvas comprised of 30 multiple-choice questions. The quiz must be completed by *Tuesday, January 16th at 11:59pm*. Students must get all questions correct to receive the 5 points towards your grade. Further, successful completion (100%) is required in order to gain access to course materials (lectures, readings, assignments, etc.). You may take this quiz as many times as you need to in order to pass.

CULTURAL ASSESSMENT (5 POINTS)

Given the topic and goals of the course, students are required to reflect and assess their cultural background and ideologies. Students must write an approximately one-page paper responding to a set of questions. Written assignment formatting must be followed as outlined in the instructions. The cultural assessment is due by *Friday, January 19th at 11:59pm*. Submission instructions can be found on Canvas.

I-Clicker REGISTRATION (5 POINTS)

Students are required register their I-Clicker remotes through Canvas. Successful registration of your remote will be worth 5 points towards your final grade. Registration is due *no later than Sunday, January 21st at 11:59pm* to receive credit.

I-CLICKER RESPONSES (15 POINTS)

Students are required to respond to questions posed by the instructor during the class lectures. This is a remote controlled response that illustrates your understandings of and/ or agreement with course readings and research. Remember, this is a significant portion of your final grade and often is the deciding factor between receiving a higher or lower grade at the end of the term. You must be present to receive credit. No "make up" I-clicker points will be given no matter what the excuse for nonattendance.

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CRITICAL ANALYSIS PAPER (20 POINTS)

You will be required to submit one Critical Analysis Paper. This paper should be no less than 3 full pages and no more than 4 full pages in length and should be double spaced. You will be presented with two (2) possible prompts throughout the semester, each with its own respective due date. You will choose and submit only **ONE** (1) of the two possible options. Regardless of which option you choose, you are required to reference assigned course materials (readings, videos, etc.) in your paper and all material referenced should be cited using APA style. *You should **not** reference any material from outside of this course in your paper.* See the course calendar below for all paper due dates (all papers must be submitted by **11:59pm on Friday** of the week they are due). Written assignment formatting must be followed as outlined in the instructions and grading rubric, which can be found on Canvas.

EXAMS (60 POINTS)

There will be three online exams. Exams are intended to assess your understanding, retention, and knowledge of material covered in lectures and in the textbook. Exams #1 and #2 will open immediately after class on Wednesday of each exam week and remain open until the following **Friday at 11:59pm**. Exam #3 will be held during finals week and will open on Monday, April 25th at 12am and close on **Friday, April 27th at 11:59pm**. The exams are open-note/open book and are timed. Exams will be comprised of 40 multiple-choice questions. Exams are not cumulative; they will only include material from the preceding unit of the course. All exams must be submitted by 11:59pm on the date they are due. Late exams will not be accepted under any circumstances.

GRADING

Course Requirements	Points for Each	Total Points Possible	Total Percent of Final Grade
Syllabus Quiz	5	5	5%
Cultural Assessment	5	5	5%
I-Clicker Registration	5	5	5%
I-Clicker Participation (30)	0.5	15	15%
Critical Analysis Paper	20	20	20%
Exam #3	20	60	60%
Total		110	110%

***Please note that the total possible points in this course is 110, meaning that extra credit is built into the point system. Because of this, no extra credit assignments will be accepted in this course for any reason.**

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Letter Grade	Range	Letter Grade	Range
A	93 and above	C+	77- 79.9 points
A-	90- 92.9 points	C	70- 76.9 points
B+	87 – 89.9 points	D	60- 69.9 points
B	84- 86.9 points	F	59.9 points and below
B-	80- 83.9 points		

*****THE FINE PRINT*****

Missed Exams or Assignments

I-Clicker points. It is the responsibility of the student to confirm that their remotes were properly registered and points are being allocated. Points for a lecture's questions will be posted within a class session. Students have *no more than one week* to contact the professor if there are any issues with scores. Failure to do so results in no grade change or later appeals.

Missed Exams. If you fail to take an exam, you will receive a zero. Only those who provide proper documentation of a medical illness or emergency *may* be given an alternative assignment. You must contact me **no later than one class session following the exam** if you miss an exam for one of the previously mentioned reasons. Please note, my make-up assignments are essay format or pure recall (e.g., "Name 100 facts about. . .") and thus, are harder than my regular exams. If you know that you must be absent on an assignment due date for an approved reason and let me know as soon as possible in advance, we can arrange for you to take the regular exam (or alternate version) at a mutually agreeable time.

Grade Appeals

If you feel that you must appeal a grade (including if you are missing a grade), contact me via Canvas **within one week of receiving the grade (or one week of the assignment due date, if you are missing a grade)** and provide documentation clearly demonstrating why your grade is in error. Acceptable forms of documentation include proof of errors of calculation (e.g., I added your score up incorrectly), evidence of contradiction between material in your readings and things I have included in my notes, etc.

Accessibility and Accommodations

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

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Disability Resource Center website: <http://drc.fiu.edu/>

Academic Misconduct

In general, I encourage students to work and study collaboratively, sharing information and insights. However, there are times when your work must be your own—for instance, on exams or Research Papers. You must give credit where credit is due at all times, whether this means citing the source of quoted or paraphrased material or clearly identifying the contributions of various members of working group. If you fail to adhere to the rules of academic honesty, I am obligated to report you to the appropriate Florida International University authorities. Students should be aware of the University Policies on academic honesty, as these standards will be strictly enforced.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class presentations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions, or materials taken from another source, including internet sources, is guilty of plagiarism. For details on FIU's Student Code of Academic Integrity, go to [ACADEMIC MISCONDUCT \(Section 2.44\)](#). To understand what plagiarism is, please see the [Plagiarism tutorial](#).

If a student is found cheating they will receive an F in the course and will be subject to discipline by the University authorities. **Adherence to the FIU policy on plagiarism and cheating is expected at all times.** If you have any questions in your mind about this, see me.

Expectations for Written Assignments

-APA-style (6th Edition): I don't expect you to buy the Manual, but if you intend to be a Psychology major, buying one now is a good idea as it will help you learn how to write like a scientist sooner.

-Neatness: Papers should have 1-inch margins and be written using size 12 Times New Roman font in Word format.

-No Spelling Errors: There are numerous tools out there to avoid spelling mistakes. Accuracy in spelling is a sign of thoroughness and professionalism. I expect that you will take the time to make sure your words are spelled correctly.

-Use of Good Writing Principles: Directness in style, parsimony, use of transitions, use of introductions and conclusions, and having good structure are some basic principles to good writing. There are many more, but if you achieve these, you are well on your way to being a good writer. Please proofread your work before turning it in, and, better yet, have a friend proofread it for you so that another set of eyes sees it before mine do!

-ON TIME: All assignments are due as assigned on this syllabus unless you are told otherwise by me. Of course, if there is a legitimate reason that you cannot turn something in on time, you will not be penalized. However, you should make contact with me in the event that you cannot turn something in on time and, to avoid penalty, provide an official excuse. **Written Assignments that are not turned in by the day and time they are due will not be accepted.**

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Disruptive Classroom Behavior

Disruptive behavior is defined as repeated, continuous, and/or multiple student behaviors that hamper the ability of instructors to teach and students to learn. The FIU Classroom Policy gives faculty members broad authority (and responsibility) to manage the classroom environment, including disruptive behavior.

Rules of the Road: After the class starts

- No cell phone use or texting after the class starts. If you are talking on a cell phone or texting during class you will be asked to leave.
- While classroom discussion is **strongly** encouraged, personal discussion will **not** be **tolerated**. Anyone who engages in persistent side talk will be asked to leave the classroom.
- **Everyone should be respectful to their fellow students and NO ONE should be made fun of or ridiculed for voicing their opinion. No “put downs”.**

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WEEKLY SCHEDULE

DATE	TOPICS	READINGS/ASSIGNMENTS
<p>WEEK 1 1/8/18</p>	<p>Introduction</p>	<p>Syllabus</p> <p>Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. <i>American Psychologist</i>, 63(7), 602-614.</p> <p>Arnett, J. J. (2002). The psychology of globalization. <i>American Psychologist</i>, 57(10), 774-783.</p>
<p>WEEK 2 1/15/18</p> <p>1/15: Martin Luther King Holiday (University Closed)</p> <p>1/16: Last day to add/drop courses without financial liability</p> <p>1/19: NO CLASS: Alternative assignments will be provided via Canvas</p>	<p>Culture & Psychology</p>	<p>Textbook Chapter 1</p> <p>LeVine, R. A., Liu, C.-Y., & Schaller, M. (2004). Psychology and Culture. <i>Annual Review of Psychology</i>, 55, 69-714.</p> <p>Syllabus Quiz Due</p> <p>Cultural Assessment Due</p> <p>Iclicker Registration Due</p>

<p>WEEK 3 1/22/18</p>	<p>Human Development</p>	<p>Textbook: Chapter 3</p> <p>Fuligni, A. J., & Pedersen, S. (2002). Family obligation and the transition to young adulthood. <i>Developmental Psychology</i>, 38(5), 856. (<u>READ ALL EXCEPT FOR METHOD AND RESULTS</u>)</p> <p>Chen, X., & Silverstein, M. (2000). Intergenerational social support and the psychological well-being of older parents in China. <i>Research on aging</i>, 22(1), 43-65. (<u>READ ALL EXCEPT FOR METHOD AND RESULTS</u>)</p>
<p>WEEK 4 1/29/18</p> <p>2/2: Last day to apply for Spring 2018 graduation</p>	<p>Emerging Adulthood</p>	<p><i>Child Development Perspectives: Special Issue (2007).</i></p>
<p>WEEK 5 2/5/18</p>	<p>Basic Psychological Processes</p>	<p>Textbook: Chapter 4</p> <p>Truman, K., & Larsen, K. S. (2013). Emotions and human happiness: Universal expressions and cultural values. In <i>Cross-cultural psychology: Why culture matters</i> (pp. 175-204). Charlotte, NC: Information Age Publishing.</p> <p>Exam #1 Due</p>
<p>WEEK 6 2/12/18</p>	<p>Identity & Culture</p>	<p>Textbook: Chapter 2</p> <p>McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). Overview: Ethnicity and family therapy. In <i>Ethnicity and family therapy</i> (pp. 1-40). New York, NY: The Guilford Press.</p> <p>RECOMMENDED READING:</p> <p>Horgan, J. (2008). From profiles to pathways and roots to routes: Perspectives from psychology on radicalization into terrorism. <i>The Annals of the American Academy of Political and Social Science</i>, 618, 80-94.</p>

		Critical Analysis Paper Option #1 Due
WEEK 7 2/19/18	Acculturation	Textbook: Chapter 5 Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. <i>American Psychologist, 65</i> (4), 237.
WEEK 8 2/26/18	Relationships	Textbook Chapter 6 Gala, J., & Kapadia, S. (2011). Romantic Love, Commitment and Marriage in Emerging Adulthood in an Indian Context: Views of Emerging Adults and Young Adults. <i>Psychology & Developing Societies, 26</i> (1), 105-141. Chen, J. M., Kim, H.S., O'Leary, T., & Morling, B. (2012). Culture and social support provision: Who gives what and why. <i>Personality and Social Psychology Bulletin 38</i> (1), 3-13. (READ ALL EXCEPT FOR METHOD AND RESULTS)
WEEK 9 3/5/18	Intimate Partner Violence	Rubé, B., Bieneck, S., & Möller, I. (2005). Understanding gender and intimate partner violence from an international perspective. <i>Sex Roles, 52</i> (11-12), 807-827. World Health Organization (WHO) Violence Against Women Fact Sheet RECOMMENDED READING: WHO website (link in Canvas) Exam #2 Due
WEEK 10 3/12/18	SPRING BREAK	
WEEK 11 3/19/18	Health	Textbook: Chapter 7

<p>3/19: Last day to drop a course with a DR grade</p>		<p>Saechao, F., Sharrock, S., Reicherter, D., Livingston, J. D., Aylward, A., Whisnant, J., & Kohli, S. (2012). Stressors and barriers to using mental health services among diverse groups of first-generation immigrants to the united states. <i>Community Mental Health Journal</i>, 48(1), 98-106. (READ ONLY INTRODUCTION, RESULTS, AND DISCUSSION)</p> <p>García, C. M., Gilchrist, L., Vazquez, G., Leite, A., & Raymond, N. (2011). Urban and rural immigrant Latino youths' and adults' knowledge and beliefs about mental health resources. <i>Journal of Immigrant and Minority Health</i>, 13(3), 500-509. (READ ONLY INTRODUCTION, BACKGROUND, AND DISCUSSION)</p> <p>Critical Analysis Paper Option #2 Due</p>
<p>WEEK 12 3/26/18</p>	<p>Poverty</p>	<p>Anti-Poverty Psychology Chapter 1 (1-10) & Chapter 4 WHO Millennium Development Goals Report 2015</p>
<p>WEEK 13 4/2/18</p>	<p>Human Trafficking</p>	<p>Irrell, A. & Pfeffer, R. (2014). Policing Human Trafficking: Unraveling Cultural Blinders and Organizational Barriers. <i>The ANNALS of the American Academy of Political and Social Science</i>, 653(1), 46-64. (READ ALL EXCEPT FOR METHODOLOGY)</p> <p>Jones, L., Engstrom, D. W., Hilliard, T., & Diaz, M. (2007). Globalization and human trafficking. <i>J. Soc. & Soc. Welfare</i>, 34, 107.</p> <p>Studnicka, A. C. S. (2010). Corruption and human trafficking in Brazil: Findings from a multi-modal approach. <i>European Journal of Criminology</i>, 7(1), 29-43. (READ ONLY INTRODUCTION [PG. 29-32] AND CONCLUSION)</p> <p>RECOMMENDED READING:</p> <p>Lebov, K. (2010). Human trafficking in Scotland. <i>European Journal of Criminology</i>, 7(1), 77-93.</p>

WEEK 14 4/9/18	Intercultural Communication and Education	Textbook: Chapter 8 Malone, D. (2015). Culture: A potential challenge for parental involvement in schools. <i>International Journal for Professional Educators</i> , 82, 14-18.
WEEK 15 4/16/18	Work & Culture	Textbook: Chapter 9 Harpaz, I., Honig, B., & Coetsier, P. (2009). A cross-cultural longitudinal analysis of the meaning of work and the socialization process of career starters. <i>Journal of Work and Business</i> , 37(4), 230-244. Stevens, F. G., Plaut, V. C., & Sanchez-Burks, M. (2008). Unlocking the benefits of diversity: All inclusive multiculturalism and positive organizational change. <i>Journal of Applied Behavioral Science</i> , 44(1), 116-133. RECOMMENDED READING: Muczyk, J. P., & Holt, D. T. (2008). Toward a cultural cutting edge model of leadership. <i>Journal of Leadership & Organizational Studies</i> , 14(4), 277-286.
WEEK 16 4/23/18		Exam #3 Due

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ASSIGNMENT DUE DATES

Assignment	Due Date
Syllabus Quiz	January 16
Cultural Assessment	January 19
Iclicker Registration	January 21
Exam #1	February 9
Critical Analysis Paper Option #1	February 16
Exam #2	March 6
Critical Analysis Paper Option #2	March 23
Exam #3	April 2

***NO LATE ASSIGNMENTS WILL BE ACCEPTED. All assignments (including exams) are due by 11:59pm on their respective due dates.**

Anything on this syllabus is subject to change at the instructor's discretion.

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