



## FLOR PSYC 3320 Cross Cultural Psychology

### Course description

As technology and globalization becomes more integrated into our lives, it is becoming increasingly important to understand other people from diverse backgrounds. This course will introduce and explore the field of cross-cultural psychology through a focus on a specific areas and its inhabitants: North American and Italy. Aspects of cross-cultural analysis from the field of cross-cultural psychology (as well as interdisciplinary elements from sociology, anthropology, biology and ecology) will be discussed, including: cultural influence on human behavior, attitudes, values, communication and societal organization. Special topics of ethnocentrism, individual vs. collective societies, plural societies, cultural views on mental health, and intercultural communication are highlighted. Methodological issues of cross-cultural research will be reviewed, and students will have the opportunity to be participant-observers of their own experience through observing Italians through videos. The city of Florence and its inhabitants become the classroom through various videos and interviews with locals. You will also be afforded the opportunity to interview people from diverse backgrounds to learn from someone with a background that differs from theirs. You are encouraged to reflect on their own cultural origins with respect to behaviors, communication, attitudes and values, as well as their acculturation experiences while taking this course.

### Course Aims

On completion of this course, students should be able:

1. To examine different fields of psychology (e.g., clinical, developmental, personality, and social psychology) from a cross-cultural perspective,
2. To understand different approaches in cross-cultural research with respect to the study of another country and its inhabitants; in this case, Italy and the Italians.
3. To describe, interpret, and respect the differences within their student community and between their home country (Canada, USA) and their host country (Italy). In particular, you will be able to recognize the cultural influence on human behavior, parental ethnotheories, socialization, communication, attitudes and values in both Italy and the United States.
4. To define ethnocentrism, to understand its roots, and to be able to identify examples of it.
5. To explain the difference between the values of individualism and collectivism, to be able to discuss identifying features, limits and advantages to both values as well as to recognize Italian and American psychological tendencies towards one or the other of these values as points on a continuum, rather than as mutually exclusive concepts.
6. To understand concepts of, and implications of, the realities of power, privilege, and inequality in urban environments. In particular, you will be able to recognize various types of societies regarding their approach of inclusion of people of various nationalities/ethnic groups and understand the advantages/disadvantages of each.
7. To understand various mental health issues which can occur in the process of acculturation and different approaches to conceptualizing and treating mental disorders.

### Course Requirements and Prerequisites

No special prerequisites are needed. The midterm and final exams will be based on the material presented in class and in the readings. Individual study of readings (indicated in the Syllabus) is required on a class-by-class basis, and topics presented in the readings will be discussed at the beginning of each class. You are requested to respect the deadlines indicated in the Syllabus. You are recommended to take notes on the material presented in class; part of the information provided by the professor is complementary to that in the readings. Information deriving from fieldwork and other extra-material discussed in class is integral part of the course and should be appropriately assimilated by you.

### Capa Students Learning & Developmental Outcomes (SLDOs)

1. **Globalization.** Students are able to recognize, describe, and interpret examples of the impact of the globalization in the urban environment.
2. **Urban Environment.** Students are able to explore and analyse the spaces they inhabit, and reflect on differences and similarities between their home and host environments.

3. **Social Dynamics.** Students are able to understand concepts of and the implications of the realities of power, privilege, and inequality in urban environments.
4. **Diversity.** Students are able to describe, interpret, and respect the differences and similarities within their student community and between their home country and the host country.
5. **Personal and Professional Development:** CAPA students will gain insight into their personal and professional development that occurred during their CAPA learning abroad experience, with emphasis on the skills they acquired that will be of particular interest to future employers and graduate school admissions officers. The development of skills relative to personal and professional development and career preparedness include for this class the following ones
  - 🔊 **Networking:** The ability to intentionally and purposefully connect and interact with others in order to develop professional and social relationships
  - 🔊 **Communications:** The ability to receive, interpret, and articulate information and ideas effectively
  - 🔊 **Remote Collaboration:** The ability to utilize IT resources to connect virtually with others and achieve collective goals and objectives
  - 🔊 **Global Perspective:** The skills required to live and work in an interdependent world through forming an understanding of connections between one's own life and those of people across the globe
  - 🔊 **Cultural Awareness:** The understanding of oneself, others and the ability to embrace and appreciate diverse and complex perspectives, values, and beliefs
  - 🔊 **Organization, Time Management and Prioritization Skills:** The ability to achieve identified outcomes by using time, energy and resources in an effective and productive manner
  - 🔊 **Problem Solving:** The ability to find solutions to difficult or complex issues and to manage moments of uncertainty or ambiguity
  - 🔊 **Adaptability:** The ability to adjust oneself readily to different conditions and environments
  - 🔊 **Goal Setting:** The ability to identify, form and implement actions that will achieve pre-determined aims and objectives

### Learning Outcomes specific for the course:

1. You will be able to identify and describe the impact of globalization on culture.
2. You will be able to compare and contrast social dynamics involving power, privilege and inequality in North America and in Italy.
3. You will be able to compare and contrast diversity in Italian culture and in North American culture.
4. You will be able to reflect on the similarities and differences in urban environments and the way that space is used within those environments in Italy vs the United States.
5. You will be able to enhance cultural awareness by being able to identify the cultural influences that have shaped your perspective and knowledge of the cultural influences may have molded the perspective of a person from a different background by examining social processes in Italy and in North America.

### Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

### Class Methodology

**Hybrid format:** The course will take a psychological approach to all aspects of the course. This approach will be introduced by the professor at the beginning of the course, and you will be encouraged to view all course topics from this perspective. Classes combine lectures given by the professor with interactive activities and field observations within the city of Florence (provided through recorded videos of Italians and Italian life) and/or within the city of London, as the participants of this course will be located in either city. Interviews with people from diverse backgrounds will help you enhance your understanding of them and their experiences. You are encouraged to ask questions and express personal/critical opinions. Classes combine lectures given by the professor with interactive activities and field observations within the city of Florence or within the city of London. Some of the you may be present while others of you will be joining the class remotely. Lectures and excursions will be recorded and available via Zoom.

### Mid-Term Exam, & Final Exam

The mid-term exam, which will be administered in the 6<sup>th</sup> week, and which includes material from in-class lectures and readings, will consist of:

- short questions with open answers, and/or
- multiple choice questions, and/or
- short essay writing on important topics covered in the course
- Your mid-term exam grade will count for 30% of your grade.

The final exam, which will be administered in the 14<sup>th</sup> week, and which includes material from in-class lectures and readings, will consist of:

- short questions with open answers, and/or
- multiple choice questions, and/or
- short essay writing on important topics covered in the course
- It will count for 35% of your grade.

### Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

### Grade Breakdown and Assessment of Learning Outcomes

Assignments	Grade %
Class participation/Small group discussion	25%
Reflection assignments	10%
Mid-term exam	30%
Final Exam	35%
Overall	100%

### Statement of Technology

- What technology is required in the course (computer, operating system, software, webcams, internet connectivity, etc.)?
  - The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, and Zoom is required in this course.
  - It is recommended for students to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.
- Whenever virtual class sessions occur, all participants are expected to activate their webcam and be sure that their face is fully visible in order to facilitate effective communication and encourage community. Any exemptions from this policy will be considered on a case by case basis. Students who wish to be considered for exemption from this policy must request this to their instructor in advance, stating their reason. Alternatively, if you prefer not to be viewable on video, you may contact the Academic Director for the CAPA Florence center (Dr. Guido Reverdito, [greverdito@capa.org](mailto:greverdito@capa.org)) to express your needs.
- Any use of technology must be [compliant with FERPA](#).

### Grading

Grading Rubric

Letter grade	Score or percentage	Description
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	Achievement that is significantly above the level necessary to meet course requirements.

<b>B-</b>	80-82	Achievement that meets the course requirements in every respect.
<b>C+</b>	77-79	Achievement that meets the course requirements in every respect.
<b>C</b>	73-76	Achievement that meets the course requirements in every respect.
<b>C-</b>	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
<b>D+</b>	67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
<b>D</b>	60-66	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
<b>F</b>	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Grade Breakdown and Assessment of Learning Outcomes

<b>3 Credits</b>	<b>Grade %</b>	<b>Learning Outcomes</b>	<b>Due Date</b>
<b>Reflection Exercises:</b> Each week you will be expected to complete a reflection exercise related to the week's topic	10%	1-5	Refer to weekly course schedule
<b>Mid-Term Exam</b>	30%	1, 2, 3, & 5	Week 5
<b>Final Exam</b>	35%	1, 2, 4, 5, & 6	Week 14
<b>Participation</b> Assessment of engagement and performance during online classes, engagement with the internship site and feedback from site supervisor	25%	Each Class	Each week
	100%		

Class participation will be assessed according to the following guidelines:

<b>Grade</b>	<b>Discussion</b>	<b>Reading</b>
<b>A range</b>	<b>Excellent: consistent contributor;</b> offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good: frequent, willing, and able contributor;</b> generally offers thoughtful comments based on the readings and internship experience.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
<b>B / B-</b>	<b>Satisfactory: frequent contributor;</b> basic grasp of key concepts, but little original insight; comments/questions are of a general nature and do not relate to the internship often.	Displays familiarity with some readings and related concepts but tends not to analyze them.
<b>C range</b>	<b>Poor: sporadic contributor;</b> comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship.	Displays familiarity with few readings; rarely demonstrates analytical thought.

Grade	Discussion	Reading
D / F	<b>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion;</b> merely quotes text or repeats own comments or those of others with no connections made to the internship.	Little to no apparent familiarity with assigned material or application to relevant experience.

## Assignments

### Reflection Assignments

Periodically, students will be asked to view videos, movies, or tv episodes and to write their reflections of these programs. Successful reflections will integrate course material into a discussion of the videos, movies, or tv episodes. Students will receive specific instructions on each reflection assignment. Reflection assignments will account for 10% of the student's final grade.









## Dress Code

You are invited to wear tasteful, comfortable clothing.

## Course Materials

Please refer to CANVAS and the Modules section where all materials and required readings are available.

## Suggested Further Reading

-  Barzini, Luigi. (1996). *The Italians*. New York, NY: Touchstone.
-  Cornelison, Ann.(1990) *Where it all began: Italy 1954*. New York, NY: Penguin.
-  Dickie, John. (2008) *Delizia! The epic history of the Italians and their food*. New York, NY: Simon & Schuster, Inc.
-  Hagerman, Margaret A. (2018). *White kids: Growing up with privilege in a racially divided America*. New York: New York University Press.
-  Parati, Graziella (ed.) (2012). *Italian cultural studies. Volume 1: Definitions, theory, and accented practices*. Teaneck, New Jersey: Farleigh Dickinson University Press.
-  Tatum, Beverly. (2017) *Why are all the black kids sitting together in the cafeteria: and other conversations about race*. New York: Basic Books.
-  Severgnini, Beppe (2006) *La Bella Figura: A Field Guide to the Italian Mind*. New York, N.Y: Broadway Books.
-  Shukla, Nikesh & Suleyman, Chimene (eds.). (2019) *The good immigrant. 26 writers reflect on America*. New York: Little, Brown, and Company.

# Weekly Course Schedule

## Blended format (with hybrid teaching components)

Week #1	
<b>Lesson #1</b>	<p><b>Topic: Introduction to Cross Cultural Psychology:</b> An Interdisciplinary Social Science: The study of cultures from a psychological, sociological, anthropological, ecological and biological perspective; and the sociocultural self</p>
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>1. Course presentation;</li> <li>2. distribution of the syllabus;</li> <li>3. course requirements and course expectations;</li> <li>4. methodology.</li> <li>5. Lecture and in-class activity and class discussion</li> </ol> <p><b>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</b></p>
<b>Async activity</b>	<p><b>A. Readings for today:</b> Oyserman, D., Kimmelmeier, M., &amp; Coon, H. M. (2002) Cultural psychology, a new look: Reply to Bond (2002), Fiske (2002), Kitayama (2002), and Miller (2002). <i>Psychological Bulletin</i>, 128, 110-117.</p> <p>Oyserman, D. &amp; Markus, H. R. (1993) The Sociocultural Self. In J. Suls (Ed.), <i>Psychological perspectives on the self</i>, Volume 4, (pp. 187-220). Hillsdale, NJ: Erlbaum.</p> <p><b>B. Readings for next class (See Feb 9<sup>th</sup>)</b></p> <p><b>C. Reflection Assignment</b></p>
Week # 2	
<b>Lesson #2</b>	<p><b>Topic: Introduction to Italy and the Italians through an examination of its façade:</b> class discussion of stereotypes and values of Italians and Americans</p>
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>1. Lecture and Class Discussion               <ol style="list-style-type: none"> <li>a. Introduction to concepts of schemas, stereotypes, and values</li> <li>b. Discussion comparing and contrasting these concepts in North American and Italian cultures</li> <li>c. Discussion of similar and different historical influences that shaped North American and Italian culture</li> </ol> </li> </ol> <p><b>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</b></p>
<b>Async activity</b>	<p><b>Readings for today:</b> Nardini, G. (2009) Definition of Bella Figura. <i>Che Bella Figura! The Power of Performance in a Chicago Ladies Club</i>. (pp. 5-24) Albany, NY: State University of New York Press.</p> <p>Dickie, J. (1996). Imagined Italies. In D. Forgacs &amp; R. Lumley (Eds.) <i>Italian cultural studies</i> (pp.19-33). Oxford: Oxford University Press.</p> <p>Gundle, S.(2000). <i>Il bel paese: art, beauty and the cult of appearance</i>. In G. Bedani &amp; B. Haddock (Eds.) <i>The politics of national identity</i> (pp.124-141). Cardiff: University of Wales Press.</p>
Week #3	
<b>Lesson #3</b>	<p><b>Social Behavior in Cultural Context:</b> Socialization, development of values within the cultural context, and a discussion individualism and collectivism, dignity cultures, face-based cultures, and honor-based cultures.</p>
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>1. Discussion of how one acquires values of a particular culture and return to values embedded in the sociocultural self</li> <li>2. Compare and contrast individualism (dignity cultures), face-based collectivistic cultures, and honor-based cultures</li> </ol>



	All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)
Async activity	<p><b>Readings for Today:</b>  Matsumoto, D. &amp; Juang, L. (2017). Culture and social behavior. <i>Culture and psychology</i> (6<sup>th</sup> Ed.). United Kingdom: Cengage Learning, 82-104.</p> <p>Kohls, L.R. (1984). The values Americans live by. Meridian House International.</p> <p><b>Other assignments:</b>  1. Reflection assignment  2. Readings for next week (See Oct 4<sup>th</sup>)</p>
Out-of-Class Activity	<b>Aperitivo:</b> We will go for a walk in the center of Florence to witness “l’arte della passeggiata” and then enjoy a non-alcoholic beverage at a café in Piazza della Repubblica. Students who are in London will be asked to participate in the same activities, so that we can do a live comparison between British and Italian cultures.

Week #4	
Lesson #4	<b>Cultural Transmission and Development:</b> examination of how children and parents interact and what children learn regarding their identity
Face-to-face Sync activity In the classroom (90 minutes)	<ol style="list-style-type: none"> <li>1. Presentation and discussion of ethnotheories</li> <li>2. Presentation of research regarding ethnotheories in North America and in Italy</li> <li>3. Discussion of similarities and differences in these ethnotheories and why each functions well in each culture</li> </ol> <p>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</p>
Async activity	<p><b>A. Readings for today</b>  Matsumoto, D. &amp; Juang, L. (2017). Culture and developmental processes. <i>Culture and psychology</i>, (6<sup>th</sup> Ed.). United Kingdom: Cengage Learning, 82-104.</p> <p><b>B. Reflection Assignment</b>  1. Readings for next week (see Oct. 11<sup>th</sup>)</p>
Out-of-Class Activity	We will use part of our time to observe children interacting with one another and their parents at a nearby park. Students who are in London will be asked to participate in the same activities, so that we can do a live comparison between British and Italian cultures.

Week #5	
Lesson #5	<b>Commemorating the Holocaust</b>
Face-to-face Sync activity In the classroom (90 minutes)	<ol style="list-style-type: none"> <li>1. Discussion of themes in the documentary as they relate to the shaping of cultures and to contemporary culture</li> </ol>
Async activity	<p><b>A. Reflection Assignment</b>  <b>B. Study for Midterm exam</b></p>

Week #6	
Lesson #6	<b>Mid-Term Exam</b>
Face-to-face Sync activity In the classroom (90 minutes)	<ol style="list-style-type: none"> <li>1. Midterm Exam</li> </ol> <p>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</p>
Async activity	<p><b>Readings:</b>  Readings for next week (see under Oct. 25<sup>th</sup>)</p>

	Week # 7
	FALL BREAK
	Week #8
<b>Lesson #7</b>	<b>Gender Roles:</b> : The "Latin Lover" and the "Italian Mamma" and other gender stereotypes of Italians, discussion of LGBTQ+ and gender roles
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>1. Definition of Gender Roles and how they may overlap with stereotypes</li> <li>2. Discussion of research on how the Italian family is changing</li> </ol> <b>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</b>
<b>Async activity</b>	<p><b>Readings:</b>  BBC News (2006). Italian women shun "mamma" role. Retrieved from: <a href="http://news.bbc.co.uk/go/pr/fr/-/1/hi/world/europe/4739154.stm">http://news.bbc.co.uk/go/pr/fr/-/1/hi/world/europe/4739154.stm</a></p> <p>Passerini, L. (1996). Gender relations. In D. Forgacs &amp; R. Lumley (Eds.) Italian cultural studies (pp.144-159). Oxford: Oxford University Press.</p> <p><b>Other assignments:</b>  <ol style="list-style-type: none"> <li>1. Watch the documentary <i>The Mask You Live In</i></li> <li>2. Watch 2 episodes of Christiane Amanpour's <i>Sex and Love Around the World</i></li> <li>3. Complete Reflection Assignment</li> </ol></p>
	Week # 9
<b>Lesson #8</b>	<b>Gender Roles (cont)</b>
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>1. Discussion of themes highlighted in documentaries as they relate to research on both male and female gender roles</li> <li>2. Discussion of similarities and differences in gender roles in North America and in Italy</li> <li>3. Discussion of research on LGBTQ+ communities in North America and in Italy</li> </ol>
<b>Async activity</b>	<p><b>Readings:</b>  <ol style="list-style-type: none"> <li>1. Readings for next week (see under Oct. 25<sup>th</sup>)</li> </ol></p> <p><b>Other assignments:</b>  <ol style="list-style-type: none"> <li>1. Listen to Playlist of Leaf Jerlefa's poems</li> <li>2. Please send me some questions and or comments that you have for Leaf Jerlefa</li> </ol></p>
	Week #10
<b>Lesson #9</b>	<b>Language: Verbal and Non-Verbal &amp; Intercultural Communication:</b> structure, meaning, and use of Italian and English language among native speakers. Importance and significance of non-verbal gestures in Italian.
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>1. Discussion of key concepts and the role of language in culture and identity</li> <li>2. <b>Guest Lecturer:</b> poet Leaf Jerlefa will join us and share some of her poetry, and we will have a conversation about topics related to multicultural identity, how language can be used to exclude or include and many other topics.</li> </ol>
<b>Async activity</b>	<p><b>Readings:</b>  <ol style="list-style-type: none"> <li>1. <b>Readings for today:</b>  Berry, J.W., Poortinga, Y.H., Segall, M.H., &amp; Dasen, P.R. (2002). Cross-cultural psychology: Research and applications. (2nd Ed.). Language (chpt.6, pp.147-152). Cambridge, UK: Cambridge University Press.</li> <li>De Mauro, T. (1996). Linguistic variety and linguistic minorities. In D. Forgas &amp; R. Lumley (Eds.) Italian cultural studies (pp.144-159). Oxford: Oxford University Press.</li> </ol> <li>2. Readings for Next Week (Nov 8<sup>th</sup>, 2021)</li> <p><b>Other assignments:</b></p> </p>



	<b>1. Reflection Assignment</b>
<b>Notes</b>	Class will be held later in the day, so that we can have a live conversation with Leaf Jerleflia. The exact time is to be announced.

	<b>Week #11</b>
<b>Lesson #10</b>	<b>Intercultural Communication:</b> Negotiation and potential misunderstandings in intercultural communication.
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>Lecture</li> <li>Discussion of readings.</li> </ol> <p>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</p>
<b>Async activity</b>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li><b>Readings for Today:</b> Matsumoto, D. &amp; Juang, L. (2017). Culture, language, and communication. <i>Culture and psychology</i>, (6<sup>th</sup> Ed.). United Kingdom: Cengage Learning, 226-253.</li> <li><b>Readings for Next Week (April 6<sup>th</sup>)</b></li> </ol> <p><b>Other assignments:</b></p> <ol style="list-style-type: none"> <li><b>Reflection Assignment</b></li> </ol>
<b>Out-of-Class Activity</b>	We will be venturing out of class to observe intracultural and intercultural communication on the streets of Florence. Students who are in London will be asked to participate in the same activities, so that we can do a live comparison between British and Italian cultures.

	<b>Week #12</b>
<b>Lesson #11</b>	<b>Acculturation and Intergroup Relations</b> A sociological examination of various types of plural societies. Examination of various acculturation strategies and the psychological effects
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>Lecture: reviewing key terms and concepts, Berry's conceptualization of acculturation strategies and strategies utilized by the majority culture to interact with the immigrant/minority culture</li> </ol> <p>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</p>
<b>Async activity</b>	<ol style="list-style-type: none"> <li><b>Readings for Today</b> Lustig, M. W., &amp; Koester, J. (2013). The potential for intercultural competence. <i>Intercultural Competence: Interpersonal communication across cultures (7<sup>th</sup> Ed.)</i>, 286-309.</li> <li><b>Watching 3 episodes of documentary Exodus: Our Journey to Europe</b></li> </ol>

	<b>Week #13</b>
<b>Lesson #12</b>	<b>Acculturation and Intergroup Relations</b> A sociological examination of various types of plural societies. Examination of various acculturation strategies and the psychological effects
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>Class discussion applying concepts discussed in previous lecture to observations made of people in the documentary.</li> </ol> <p>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</p>
<b>Async activity</b>	<p><b>Readings for Today's Class:</b></p> <ol style="list-style-type: none"> <li>Lustig, M. W., &amp; Koester, J. (2013). The potential for intercultural competence. <i>Intercultural Competence: Interpersonal communication across cultures (7<sup>th</sup> Ed.)</i>, 286-309.</li> </ol> <p><b>Other assignments: 1. Reflection Assignment</b></p>

<b>Week #13 + Nov. 29<sup>th</sup>, 2021</b>	
<b>Lesson #13</b>	<b>Mental Health and Cultural Influences:</b> Examination of link between mental health and culture with examples from the majority world. Overview of the DSM-V and cultural interpretations of diagnosis. Professor will present own experiences as an American mental health counselor treating Italian and other foreign clients in private practice. Special consideration to contrasting view and treatment of Attention Deficit Disorder in Italy and the United States as an example of differing cultural views on pathology and treatment.
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Class Discussion</li> </ol> <p>All sync activities to be recorded on Zoom and made available to students unable to attend even if in the country (because of quarantine or other health reasons)</p>
<b>Async activity</b>	<p><b>Readings for Today's Class:</b></p> <ol style="list-style-type: none"> <li>1. Matsumoto, D. &amp; Juang, L. (2017). Culture and psychological disorders. <i>Culture and psychology</i>, (6<sup>th</sup> Ed.). United Kingdom: Cengage Learning, 278-309.</li> </ol> <p><b>Other assignments:</b></p> <ol style="list-style-type: none"> <li>1. Study for Final Exam</li> </ol>

<b>Week #14 + Dec. 6<sup>th</sup>, 2021</b>	
<b>Lesson #14</b>	
<b>Face-to-face Sync activity In the classroom (90 minutes)</b>	1. Final Exam