1. Contact Details

Course Coordinator
Dr Taciano L. Milfont, Senior Lecturer
Office: EA502
Office hrs: by appointment
Ph. (04) 463 6398
taciano.milfont@vuw.ac.nz

2. Class Details

Trimester dates
Monday 5 March – Friday 8 June

Lectures
Monday 9-11 am

Blackboard
Blackboard is an online learning website. You can access Blackboard from any computer within the university and you can also log on at home at www.blackboard.vuw.ac.nz. You logon using your SCS username and student ID.

Credit value
15 points

3. Course Description

Course overview
This course applies contemporary theory and research in cross-cultural psychology to issues arising from globalisation and life in multicultural societies. The course familiarizes students with applying cross-cultural psychology to different fields of life. Topics to be covered will include: communication across cultures; immigration, acculturation and adaptation; working in a multicultural context; culture and diversity in the workplace; health interventions; and environmental and political issues.
Course objectives

Students who successfully complete PSYC432 will be able to:

1. Critically evaluate the application of cross-cultural theory and research and
2. Competently identify critical issues in applying cross-cultural psychology.

By the end of the course, students should be able to demonstrate the following:

1. Good oral communication skills.
2. The ability to evaluate critically the theoretical and empirical status of knowledge.
3. Knowledge of basic concepts, theories and research in cross-cultural psychology.
4. The ability to communicate clearly in written format on a specific topic

Note. PSYC432 does not assume a prior knowledge of cross-cultural psychology or prior enrolment in PSYC338, but students with this background will find some material familiar.

Course content

The course is composed of:

- seminars led by students and academic staff introducing basic areas of knowledge
- articles to be read before each session according to the attached list of readings
- short reports
- research reports and
- group-based discussions.

Students are expected to read key references each week with the aim of addressing various questions or issues to be discussed in class. Each student will do at least one presentation on a reading during the course.

As this is a graduate seminar class, you will be expected to have done at least the prescribed readings. If you wish to get the most from the class you will have consistently read the recommended readings before the relevant class, and will come prepared to discuss key insights from those readings. Course co-ordinator or guest lecturers will moderate the discussion, but all class members are expected to contribute. I may ask you to summarise or express an opinion on an aspect of a paper (students presenting seminars are also encouraged to ask questions) – be prepared! The seminars will also usually include a presentation by me or by a guest lecturer, providing a perspective on key issues of the week, or on a significant topic in the course.
Readings

PSYC432 does not have a required textbook but uses selected readings in conjunction with each seminar. A reading list is attached.

Most of the material students will be expected to read is published in journals and to some extent in books. Students will need to read articles listed in the outline of the syllabus each week. You will find these readings on Blackboard.

Set readings will be supplied throughout the course, however students will also be required to conduct their own independent reviews of the literature for assignment purposes.

Workload

The workload for PSYC432 is in accordance with university guidelines, which equate 1 point with 10 hours of work to be spread across the trimester. PSYC432 is a 15-point course (therefore 150 hours), with 24 hours of lectures. That means the remaining 126 hours happen outside the lectures – on your time. The workload represents the amount of work we expect you to do to pass the course.

2. Assessment

Assessment requirements

In-course assessment makes up 100% of the total marks for the course. PSYC432 is assessed by FIVE assignments detailed below. There is no final exam. Students will receive 0% if assignments are not turned in.

Note: All honours grades are provisional, and may change after review and discussion with the external examiner. Therefore, please understand that assessment, comments and feedback are tentative.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Objectives Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>5%</td>
<td>1, 2</td>
<td>Across all sections</td>
</tr>
<tr>
<td>2. Seminar Presentation</td>
<td>15%</td>
<td>1, 2</td>
<td>TBA (in class)</td>
</tr>
<tr>
<td>3. Paper Commentary</td>
<td>10%</td>
<td>3, 4</td>
<td>TBA (on the day of your seminar presentation)</td>
</tr>
<tr>
<td>4. ‘Black Page’ Exercise</td>
<td>30%</td>
<td>2, 3, 4</td>
<td>Monday 9 April</td>
</tr>
<tr>
<td>5. Research Project</td>
<td>40%</td>
<td>2, 3, 4</td>
<td>Monday 11 June</td>
</tr>
</tbody>
</table>
1. CLASS PARTICIPATION

(5% of final mark)

This will be based on: a) your willingness to ask/answer questions and generally contribute to class discussion; and b) the quality of your contributions. Class participation assess course objective 4.

2. SEMINAR PRESENTATION

(15% of final mark)

- As noted above, each student is expected to make presentations (20-30 minutes) during the course, on a list of the prescribed readings. The list of readings for each student will be defined in class.
- This presentation should provide a good summary as well as a critical commentary on the reading the student is covering. You should prepare a set of powerpoint slides to guide your presentation, and your goal is to teach us what you have learned from the reading. Slides should be sent by email to the course coordinator: Taciano.Milfont@vuw.ac.nz.
- You will be graded primarily on your ability to tell an interesting, coherent, and scholarly story. The final mark will be the combination of the marks of each presentation.
- Criteria for assessment of this presentation are:
  - analysis and commentary (briefly summarises the reading; illuminates it and relates it to the theme of the day’s seminar; offers useful critical comment),
  - oral presentation skills (including audibility, clarity of any visual material; does not go over time-limit).
- Plan to talk for 10-15 minutes, with 5 minutes for questions and discussion. Seminar presentation is designed to examine whether students have met course objectives 3, 4 and 5.
3. PAPER COMMENTARY

(10% of final mark)

- Students should submit a short, one-page commentary on the reading covered in the presentation, including a statement of the research hypothesis or question, a description of the method and results, and discussion of the conclusions.
- Commentaries should be sent by email to the course co-ordinator, and are due on the day of the seminar presentation.
- The summary should list the strengths and weaknesses of each study, as you see them. This assignment is designed to examine course objectives 3, 4 and 5. The final mark will be the combination of the marks of each commentary, and commentaries will be marked according to the following marking criteria:
  - <5: Inadequate or inaccurate description of the research
  - 5-6: Good to excellent description of the research
  - 7-8: Good to excellent description of the research with meaningful commentary
  - 9-10: Excellent description of the research, insightful commentary, presented as a well-structured argument that is a pleasure to read.

4. ‘BLACK PAGE’ ASSIGNMENT

(30% of final mark)

- There will be two larger written assignments. The first assignment will be a literature review and is due on Monday 9 April. This assignment comprises two written pieces, as described below.
- The goal of this assignment is to create a ‘black page’ that could be used by the site Issues on cultural/cross-cultural issues in New Zealand (http://issues.co.nz). ‘Black pages’ are website pages that are kept offline until the relevant issue emerges as a ‘hot’ topic in the discourse of politicians, policy-makers and the media.
- Each student will need to complete three main tasks:
  1. Select an article published by one of the fellows of the Centre for Applied Cross-Cultural Research.
  2. After reading the chosen article, conduct an additional literature review on the topic covered by the article. The review should include both media material and academic publication/research on the topic.
  3. Based on the reading of the article and literature review, students should prepare two written materials: a report and a ‘black page’. The written material should be emailed together to the course co-ordinator on the due date, and must be typed and double spaced with a 12-point Times New Roman font. Marking criteria will be given in class.
Report. The report should be no more than 1,500 words of main text, not including references (but a list of reference should be provided). The report should provide a detailed review and discussion of the addressed topic, and also possible links to New Zealand. In reviewing the literature and writing the report, these are the main topics you should address:

- Summarise the goals of the published article and key findings
- Outline the history and development of the topic/issue in the literature
- What cultural factors might be operating in relation to the topic/issue?
- Consider non-cultural (economic, social, political, geographical, etc.) factors in your discussion in order to tease out the effects of cultural versus other processes.
- Is the topic/issue experienced in many cultural contexts? If so, what are the underlying universal aspects of the topic/issue? If not, what makes the topic/issue unique to a particular cultural context and what are the possible links to New Zealand?

‘Black Page’. The ‘black page’ should be no more than 500 words of main text. This should be a summary of the published study, plus any additional information from the literature review you did, and should communicate the research topic/issue (and its context and possible links to New Zealand) in a very simple English, journalistic format. Remember: this could potentially be used by the Issues website. You can read examples of such pages in blogs, online newspapers and the Issues website.

4. RESEARCH PROJECT

(40% of final mark)

- **The second assignment** will be a research project (word count: minimum 1,000 words, maximum 2,000 words), due on **Monday 11 June**. A more detailed description of the project will be given during term.
- In short, this research project is on nail-biting and culture. Nail-biting (or onychophagia) is categorised as an impulsive control disorder and/or behavioural and emotional disorder. As such, nail-biting is a type of self-injurious behaviour with compulsive features. It is described as an outward demonstration of stress.
- Considering the nail-biting is stress related and that the expression of stress may vary in different cultures, it is possible that the prevalence and severity of nail-biting might also vary. It is also possible that nail-biting is more an embarrassing habit in some cultures than in others.
- This research project will investigate ethno-cultural differences in prevalence and severity of nail-biting in New Zealand.
• Each student will need to complete four main tasks:
  (1) Collect data from participants (preferably nail-bitters). It should be a gender-balanced sample from a NZ-born, non-student population and mixed ethnicities.
  (2) Analyse and discuss the results. Data analysis will be discussed in class.
  (3) Write the assignment. The assignment should briefly describe nail-biting, the research project, the specific sample and the results from the analyses.

• The report should be no more than 2,000 words of main text, not including references. The reports must be typed and double spaced with a 12point Times New Roman font.

• Marking criteria will be given in class, but the report should include the following sections:
  Introduction: Introduce the topic and research objective.
  Method: Describe the participants, the survey materials and procedures.
  Results: Data analysis should include:
    1) Descriptive statistics: number, age and gender of participants. This information should be described under Participants in Method above
    2) Results from the analyses
  Discussion: You will need to consider the literature on nail-biting to discuss your findings taking a cross-cultural psychology perspective. What is the prevalence and severity of nail-biting in the sample? Is nail-biting indeed linked to higher levels of stress? Are there ethno-cultural differences? Can you come to any tentative conclusions? How can this New Zealand study contributed to the literature on nail-biting and culture?
  Reference: List articles used following APA guidelines referencing

Late assignments

In order to facilitate equity across students any work handed in late will incur a penalty unless a student has been unavoidably hindered in completing the assignment (e.g., because of sudden illness or an unexpected and major change in personal or family circumstances). Unless you have a documented and significant medical or other emergency you are expected to hand the assignments on the set days.

Written work handed in after the deadline will incur a penalty of a 2.5% deduction (cumulative) for each day late (e.g., work handed in 5 days late will lose 12.5%), except where a medical certificate or some other form of supporting documentation is supplied. Failure to give a verbal presentation will result in a zero for that piece of assessment. Manage your time well and plan ahead.
3. General Class Policies

**Mandatory course requirements**

There are no mandatory requirements for this course (other than obtaining an overall pass mark or grade). In order to earn a final mark for the course you must have grades for the main assessments. You do not have to pass each item of assessment, but you MUST hand them in. Failure to comply will result in the appropriate fail grade.

**Lecture attendance**

Attendance at lectures is not mandatory. However, given the amount of information covered in the course, it will be assumed that you will be in regular attendance for all class sessions. Note that if you do not attend a session you are still responsible for learning material presented during that period.

**Academic integrity and plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University’s learning, teaching and research activities are based. Victoria University’s reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else’s work as if it were your own, whether you mean to or not. ‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University’s website: [www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

**Course related information and notices**

All course related information or amendments will be posted on PSYC432 Blackboard. Sometimes information will also be given in class, but you should refer to Blackboard as the main source of information.

*The best way to get hold of the course co-ordinator is by email.*

**Class representative**

A class representative will be elected in the first weeks of class, and the person’s name and contact details will be available to VUWSA, the
Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

If you have any questions, problems, or complaints about the course please raise these with the course coordinator. If this fails to solve matters, you can see the Head of School or the Associate Dean of Students for your Faculty.

4. General University policies and statutes

Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied: see the Victoria University Calendar or the University’s policy website: http://www.victoria.ac.nz/home/about/policy

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the Victoria policy website at:

http://www.victoria.ac.nz/home/about/policy

The Policy on Staff Conduct can be found at:

http://www.victoria.ac.nz/home/about/policy

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean: The VUWSA Student Advocate is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the Victoria website at:

http://www.victoria.ac.nz/home/about/policy

There is also a leaflet explaining the grievance process available from the AVC (Academic) website at:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx#grievances
Students with Impairments

Refer to the Meeting the Needs of Students with Impairments Policy, available on the University’s policy website

http://www.victoria.ac.nz/home/about/policy

The University has a policy of reasonable accommodation of the needs of students with impairments. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070
email: disability@vuw.ac.nz

The name of your School’s Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. There are a number of support services available to help you directly if your academic progress is causing concern or if there are elements in your life that are affecting your ability to study. These include:

- Your course coordinator or programme director;
- Staff in your Faculty Student Administration Office Student Dedicated learning support through Student Learning Support Service: Kaiwawao Māori ;Maanaki Pihiphipinga; Disability Support Services and Victoria International;
- Wider holistic support through the Health Service: Counselling Service; Financial Support and Advice; Accommodation Service and Career Development and Employment. Find out more at www.victoria.ac.nz/st_services/ or email student-services@vuw.ac.nz;
- VUWSA employs a Student Advocate who deals with academic problems and provides support, advice and advocacy services, as well as training and supporting class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building. Email education@vuwsa.org.nz or tel. 463-6716 or 463-6984.
OUTLINE OF CLASSES

A copy of the planned syllabus is below. Please note that these are subject to change as arises. Each week students are expected to read the papers outlined for that week before class. This is important for in-class discussion and participation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (note that others may be added)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 March</td>
<td>Introduction (Crossing Cultures) and Current Issues in Cross-Cultural Psychology</td>
<td>Bond (1994); Matsumoto &amp; Yoo (2006); Varnum set al. (2010)</td>
</tr>
<tr>
<td>19 March</td>
<td>Intercultural Sensitizers</td>
<td>Albert (1995); Triandis (1995)</td>
</tr>
<tr>
<td>26 March</td>
<td>Work and Culture</td>
<td>Gelfand et al. (2007); Tsui,Nifadkar &amp; Ou (2007)</td>
</tr>
<tr>
<td>23 April</td>
<td>Psychology of Liberation</td>
<td>Montero (2007); O’Connor, Tilyard &amp; Milfont (2011)</td>
</tr>
<tr>
<td>30 April</td>
<td>Indigenous/Cultural Psychology (the case of Brazil)</td>
<td>Ferreira et al. (in press); Sibley (2010)</td>
</tr>
<tr>
<td>7 May</td>
<td>Culturally Sensitive Health Promotion</td>
<td>Pick, Poortinga &amp; Givaudan (2003); Di Cosmo et al. (2010)</td>
</tr>
<tr>
<td>14 May</td>
<td>Environmental Issues Across Cultures</td>
<td>Schultz (2002); Milfont (in press)</td>
</tr>
<tr>
<td>28 June</td>
<td>Open Topic</td>
<td></td>
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</tbody>
</table>
READING LIST (all readings will be available on Blackboard)


