Honors 230-002 – Cross Cultural Perspectives on Human Behavior  
Course Syllabus – Spring 2018 - Dr. Adam Winsler

Instructor: Adam Winsler, Ph.D.  
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Email: awinsler@gmu.edu  
Schedule: MW 9:00am-10:15am  
Credit Hours: 3  
Office: 2023 David King Hall  
Office Hours: M 10:30-11:45, TH 1:30-2:30 + by appt.  
Location: Hanover L003  
Prerequisites: ≥ C in HNRS 109, 110, 210, or 302

Course Description & Goals

Living in an increasingly diverse United States within an increasingly connected global world requires us all to have a good understanding of, and respect for, culture, ethnicity, multiculturalism, and human diversity in all of its forms (race, ethnicity, language, gender, class, sexual orientation, religion, age, disability, etc…). We will take an interdisciplinary cross-cultural approach (psychology, education, family studies, sociology, anthropology) as we explore universals and cultural variation in some of the most interesting topics in human behavior (sexuality, gender, sleep, parenting, child development, education, language, bilingualism, cognition, health). Problems/issues we will try to understand and wrestle with together include, privilege, inequality, discrimination, racism, the immigrant experience, and cross-cultural research methods. Students will learn to appreciate the many ways in which their thoughts, values, behaviors, emotions, languages, and social interactions are all cultural products, not necessarily universal, and hopefully apply such understandings to their own lives. Consistent with the Mason Core goal of global understanding, student learning outcomes for this class include: a) demonstrating an understanding of interconnectedness, difference, and diversity within global society, b) exploring individual and collective responsibilities within a global society through responsible scientific and practical responses to problems within cross cultural research, c) appreciating the research process and understanding how scientists answer cross cultural research questions, d) finding, reading, interpreting, and discussing research results in cross cultural research, and e) applying knowledge of cross cultural understandings to students’ own lives and career goals.

Required Reading


Selected articles available on Blackboard and listed at end of syllabus

Optional Readings


Course Requirements and Assignments

1) Worksheets. For five (5) of the weeks, a brief homework/worksheet assignment will be due on Fridays by 5:00pm. These short, interesting, and fun assignments are designed to help you process the week’s material in more detail and reflect deeply on certain topics. These assignments will be posted on BB and turned in through BB as a Word doc. The topics of these are as follows: 1) My
Own Identity, 2) Privilege, 3) Survey Research Methods, 4) Parent-Child Observation, 5) Implicit bias. More details will come on BB. No late submissions will be accepted. See schedule for due dates.

2) Empirical Article Summary and Critique. Students will select an instructor-approved empirical article/research study with human subjects (not a review) from the Journal of Cross-Cultural Psychology (or the like) and write a 8-10 page (APA style - double-spaced, 12pt Times font) summary and critique of the article. The paper should start with a summary of what the researchers did, with whom, why it is interesting/important, and what the authors found (in your own words!). Then you must connect the article explicitly to at least three (3) concepts we have discussed in the course (both in terms of and content and methodology/research methods), plus mention at least two (2) methodological strengths and two (2) methodological problems/criticisms that you perceive of the study. A hard copy of the assignment (with a hard copy of the research article as well – 2-sided OK) is due in class on April 18. Students can do this collaboratively with one other student if desired, and are strongly encouraged to do so. In this case, one paper is turned in with both names on it, and both partners get the same grade. No late submissions will be accepted.

3) Reflections. Periodically throughout the semester, students will be turning in their informal thoughts and personal reflections on the readings. The goals of this activity are many: 1) to serve as a mechanism for students to process and integrate their reading, 2) to give students an opportunity to think critically and reflectively on the articles, 3) to serve as a base of ideas to bring to our class discussions each week, and 4) to give students multiple opportunities to receive feedback on their writing. Reflections are intended to be informal, however, ease/flow of reading, coherence, scholarly depth, and grammar/spelling will be taken into account in their grading. Students will turn in a total of six (6) of these reflections, one at a time, on dates to be determined by the student. The only condition is that the reflections must be turned in (hard copy) on the very day that the relevant readings written about are due. Reflection papers should be 3 pages in length and they must be word processed, double-spaced, with all margins 1 inch. Late/make-up papers will not be accepted. Students can chose to turn in more reflection papers if they wish and receive 1-2 extra credit points (depending on quality) for each "extra" reflection paper turned in after the required number. Extra credit points will be added to students’ final reflections grade.

4) Current event reaction. At any point in the semester, as soon as possible, but not later than April 4, students will find a news story/current event that is related in some way to the class - culture, cultural relations, racism, etc., and post the news article or link in the specialized folder for this on BB, and write a reaction/reflection paragraph sharing your thoughts about the event and linking the news/event to material we have discussed in class. Students will view the posts of others and respond for an online discussion. In addition to their at least one post, students must also respond to at least one other student’s post in some deep way (i.e., not just saying “thanks – I agree”) before the last day of regular class.

5) Cultural event attendance/participation. At any point in the semester before the last day of regular class, students must go to some kind of cultural event (i.e., religious event, LGBTQ or Muslim student association event, Korean folk dance, wedding, holiday feast, etc…) that is different from their own culture/group, observe carefully, take notes, and describe their experience, thoughts and feelings about the event, including at least one thing that was learned about the new culture/group, at least one connection to something discussed in class, and at least one question you now have related to that culture/group. This is an assignment through BB.

6) Course Project/Presentation. Students will come up with their own course project. This is very broadly conceived and the exact form that this takes is up to the student(s) (i.e., one could write a research paper and give an oral presentation about the paper, make a video or website, write and perform a piece of music, create a dance or write a play, engage in a service learning project and write a journal about it, etc… whatever). But the project must be related to a cross cultural theme/topic of the course, and students must discuss with and get approved from the instructor no later than Mon Feb 26. I encourage you to make this a collaborative or small group project but students can do something individually if desired. At the scheduled final exam time for the class, Monday, May 14, 7:30-10:15am, students will share their project with the rest of the class somehow. Regardless of the format, all students must turn in a hard copy version (the paper if a paper, a summary and reflection on how the project relates to course themes if a creative activity) to the instructor by Monday May 7.

7) Extra Credit:

a) Research Participation. Students can also get extra credit points by participating in psychology research studies. Up to 3 points on top of the student’s final grade can be awarded with proper documentation that you participated in a research study in the department through the SONA system https://gmu.sona-systems.com. Details on how to do this are on the BB site.

b) Extra reflections. As discussed above, student can get XC from turning in more than 6 reflections – goes into reflection grade.

c) Attending additional diversity-related talks/workshops. There will likely be several events/lectures on campus this semester of relevance to culture and diversity. I will announce or students can ask me if an event qualifies.

d) Online discussion posts. As discussed below.

Total extra credit points (combination of a) and c) above) cannot exceed 5 points toward the final grade.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Required Reading(s)/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Mon – Jan 22</td>
<td>Overview of Course, Syllabus, &amp; Students</td>
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<tr>
<td>Mon - Jan 29</td>
<td>White American Culture - White Privilege</td>
<td>Hitchcock (2002) Ch’s 1, 2, 3, 6, 7, 10</td>
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<td>Mon – Feb 5</td>
<td>Cross-Cultural Research Methods</td>
<td>Matsumoto &amp; Juang (2017) Ch. 2</td>
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<td>Wed – Feb 7</td>
<td>Enculturation and Acculturation</td>
<td>Sam &amp; Berry (2010); Ferguson et al. (2016)</td>
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<td>Mon – Feb 12</td>
<td>Acculturation and the Immigrant Experience</td>
<td>Fadiman (1998)</td>
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<td>Wed – Feb 14</td>
<td>Immigrant Advantage and Paradox</td>
<td>De Feyter et al. (2018); Parada &amp; Winsler (2018); Yoshikawa &amp; Kalil (2011)</td>
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<td>Mon – Feb 19</td>
<td>Cognitive Advantages of, and Individual Differences in, Bilingualism</td>
<td>Bialystok (2005); Winsler et al. (2014); Kim et al. (2014)</td>
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<td>Wed – Feb 21</td>
<td>How to Make (and Keep) your Kid Bilingual Bilingual Education and Language Maintenance</td>
<td>Qiu &amp; Winsler (2016); Kim et al. (2013); Verdon et al. (2014)</td>
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<td>Mon – Feb 26</td>
<td>Deaf Culture</td>
<td>Lane (2005); Tucker (1998)</td>
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<td>Wed – Feb 28</td>
<td>Culture and Parenting Temperament, Attachment</td>
<td>Chen et al. (2012); van Ijzendoorn &amp; Sagi-Schwartz (2008)</td>
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<tr>
<td>Mon – Mar 5</td>
<td>East vs. West – Collectivism vs. Individualism</td>
<td>Triandis &amp; Gelfand (2012); Chang (2016) Ch. 6</td>
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<tr>
<td>Wed – Mar 7</td>
<td>Culture and Parenting Parenting style, Parent Emotion Socialization</td>
<td>Coley et al. (2014); Gupta Karkhanis &amp; Winsler (2016)</td>
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<td>Mar 12-14</td>
<td>SPRING BREAK – NO CLASS</td>
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<td>Mon – Mar 19</td>
<td>Racial Literacy in Schools</td>
<td>H. Stevenson (2014) (Ch’s 1, 2, 3, 4, &amp; 6)</td>
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<td>Wed – Mar 21</td>
<td>Parental Racial Socialization</td>
<td>H. Stevenson (2014) Ch. 5 Hughes et al. (2006); Dunbar et al. (2017)</td>
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<td>Mon – Mar 26</td>
<td>Sleep and Culture</td>
<td>Jenni &amp; O’Connor (2005); Winsler et al. (2015)</td>
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<td>Wed – Mar 28</td>
<td>Retention and High Stakes Tests</td>
<td>Winsler et al. (2012); Mead et al. (2018)</td>
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<td>Mon – Apr 2</td>
<td>The Excellence Gap – Access to the Arts and Advanced Learning for Ethnically Diverse Students</td>
<td>Winsler et al. (2013); Ricciardi &amp; Winsler (2017); Winsler et al. (2018)</td>
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<td>Wed – Apr 4</td>
<td>School-to-Prison Pipeline – Childhood Suspensions and the Discipline Gap</td>
<td>Pre-K expulsion weblinks; Winsler et al. (2018); Burke et al. (2018)</td>
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<td>Mon – Apr 9</td>
<td>School-to-Prison Pipeline – Adolescence/Adulthood Race, Poverty, and Criminal Justice</td>
<td>B. Stevenson (2014)</td>
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<td>Wed – Apr 11</td>
<td>Implicit Bias and Police Shootings</td>
<td>Chang (2016) Ch. 5; Hall et al. (2016) Casey et al. (2012)</td>
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<td>Mon – Apr 16</td>
<td>Culture, Gender, Intersex, &amp; (Heterosexual) Sex</td>
<td>Matsumoto &amp; Juang (2017) Ch. 7</td>
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<td>Wed – Apr 18</td>
<td>Culture &amp; Gender - Global subordination of women</td>
<td>Epstein (2007)</td>
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<td>Mon – Apr 23</td>
<td>LGBTQ Culture - Sexual Diversity and Sexual Minorities</td>
<td>Harper &amp; Wilson (2017); Bouris et al. (2010)</td>
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<td>Wed – Apr 25</td>
<td>Poverty, Segregation, and Mobility</td>
<td>Chang (2016) (Chapter 4); Chetty &amp; Hendren (2015)</td>
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<tr>
<td>Mon – Apr 30</td>
<td>Culture, Poverty, and Health</td>
<td>Belgrave &amp; Abrams (2016); Cole &amp; Winsler (2010); Miller &amp; Chen (2013)</td>
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<td>Wed – May 2</td>
<td>Culture, Cognition, &amp; Intelligence</td>
<td>Matsumoto &amp; Juang (2017) Ch. 8; Saklofske et al. (2015)</td>
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<tr>
<td>Mon – May 14</td>
<td>Final Project Presentations (7:30-10:15am)</td>
<td>Hard Copy of Project Due May 7 Final Project Presentations May 14</td>
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Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced.

Valuable class time will be spent engaging in a combination of activities, including lecture, discussion, small group activities, and/or short videos. Material will be taken from the readings, my own research, and other sources. Students are responsible for all material discussed in class and contained in the readings. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced.

**Course Technology Use**

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices form the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

We will be using Blackboard to facilitate our discussion and materials exchange both inside and outside of class this semester. Access the course website through https://mymasonportal.gmu.edu/ The following will go on there:

1) **Course Materials**: Various course materials (syllabus, readings, guidelines/grading criteria, assignments, etc..) are/will be available.

2) **Online discussion**: Discussion is critical both in and outside of class, so it is encouraged and rewarded both in class and online in this course. Each of you has rich personal experiences linked with the course content, and the class will benefit from active discussion in any form. There will only be so much time in class itself, so please post whatever additional questions, personal experiences/reflections, answers, tips, issues, problems, suggestions, whatever, as often as you like throughout the semester as long as they are related to the course content. Posts relevant to the topic of the current week are particularly encouraged. You will have personal reactions to the topics covered, and online discussion is a great way to share them, regardless of whether you bring up your comments in class. It is expected that all will participate in the discussion because it will be interesting and fun but to help the discussion get started .25 extra credit points will be given for each reasonable/substantive online discussion post up to a maximum of 3 points total. Extra credit points will go right on top of the student’s final calculated grade. Posts that come at the last minute, far away from when the material was discussed in class will not receive credit. Substantive responses/reactions to posts from other students also count.

3) **Grades**: Students can see their own personal grades throughout the course, which will be updated periodically.

In Class Technology Policy. Cell phones and other communicative devices are not allowed in this class. Please keep them off, stowed away, and out of sight. Laptops or tablets are discouraged but can be OK, permitted only for the purpose of accessing the course BB site/docs and taking notes/participating in the class. If phone is the way you take notes, then you must show me and let me know ahead of time. Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) is distracting to others, disrespectful of your peers and your instructor, and represents a lack of professionalism. Inappropriate use of technology in class may lead to point reductions in extra credit, and if no extra credits are there the student’s final grade.

**Course Cancellation and Drop Info**

If there is bad weather or otherwise need for course cancellation, I will email all students ahead of time to let them know. If there is no news from me in this way, then class will meet as usual, unless the university has closed. The last day to drop this course (with 67% tuition penalty) is Feb 23.

**CLASS STRUCTURE**

Valuable class time will be spent engaging in a combination of activities, including lecture, discussion, small group activities, and/or short videos. Material will be taken from the readings, my own research, and other sources. Students are responsible for all material discussed in class and contained in the readings. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced.
ATTENDANCE/PARTICIPATION

Attendance at every class meeting is critical to each student’s success and learning in this course. Much information will be presented in lecture that is not in the readings. In order to make the most out of your learning experience, it is imperative that you are not only present at each class meeting, but are alert, attentive, and ready to learn/participate.

THE HONOR CODE

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation. Paraphrased material must also be cited using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me. Basically, copying any more than 25% of words from someone else’s single sentence without giving a direct quote likely counts as plagiarism. (http://mason.gmu.edu/~montecin/plagiarism.htm).

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor System and Code https://oai.gmu.edu/mason-honor-code/. Students are encouraged to study together as much as possible throughout the course. For all work, the name that appears on the paper must be the author. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures. The instructor reserves the right to use software to determine the extent to which the work is the student’s.

Disability and General Student Support

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Office of Disability Services (SUB I, Rm. 4205; 993-2474; https://ds.gmu.edu/) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Please see the following website that lists all the wonderful student support services (writing center, learning services, counseling, tutoring etc…) here for you at GMU. http://ctfe.gmu.edu/teaching/student-support-resources-on-campus/
REQUIRED READINGS (all on Blackboard except for required books)

Foundations - Human vs. Ape Culture


White American Culture & Privilege

Hitchcock, J. (2002). *Lifting the white veil*. Roselle, NJ: Crandall, Dostie & Douglass Books. (Chapters 1, 2, 3, 6, 7, 10)

Colorblindness


Cross-Cultural Research Methods


Enculturation, Acculturation and the Immigrant Experience


Ferguson, G.M., Costigan, C.L., Clarke, C.V., & Ge, J.S. (2016). Introducing remote enculturation: Learning your heritage culture from afar. *Child Development Perspectives, 10*, 166-171.


Immigrant Advantage and Paradox


Bilingualism


How to Make (and Keep) Your Kid Bilingual


Deaf Culture


Culture and Parenting - Temperament, Attachment


Collectivism vs. Individualism - East Vs. West


Culture and Parenting - Parenting style, Parent Emotion Socialization


Racial Literacy in Schools

Stevenson, H. C. (2014). Promoting racial literacy in schools: Differences that make a difference. New York, NY: Teachers College Press. (Ch’s 1, 2, 3, 4, & 6)).

Parental racial socialization


Sleep and Culture


Retention and High Stakes Tests


The Excellence Gap - Access to the Arts and Advanced Learning for Diverse Students


The School-to-Prison Pipeline

Pre-K expulsion web articles:


Implicit Bias and Police Shootings


Culture, Gender, and Sex


https://en.wikipedia.org/wiki/LGBT_culture

Poverty, Segregation, and Mobility


Chetty, R., & Hendren, N. (2015). *The impacts of neighborhoods on intergenerational mobility: Childhood exposure effects and county-level estimates*. NBER working paper. https://www.youtube.com/watch?v=u2U9-Wq2ub0&list=FLyFoBSq8M9_NLB2nLn8Yjg&index=2 (13 minutes) or https://www.youtube.com/watch?v=vOcJvFJ7HOg (1 hour + with stuff on teacher quality too)

Culture, Poverty, & Health


Culture and Cognition
