



CROSS-CULTURAL HUMAN DEVELOPMENT

Saint Louis University

PSY- A427-01, Fall, 2010

Course ID 17388

Meeting Time and Place:

Tuesday & Thursday
11:00 am – 12:15 pm
Shannon Hall 203

Instructor:

Judith Gibbons, Ph.D. Professor of Psychology
Office: Shannon Hall 225
Telephone: 977-2295
Office hours: Wednesday, 10-11 or by apt
For a quick response contact me through e-mail:
gibbonsjl@slu.edu

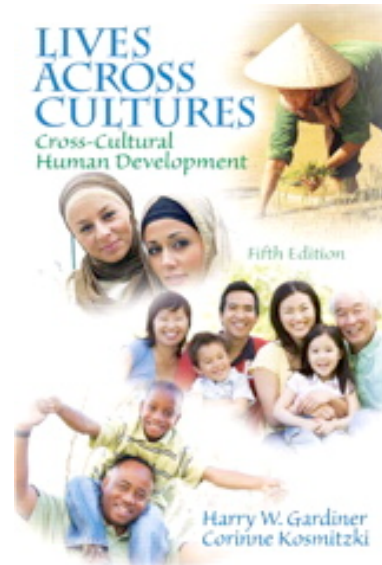
Textbook:

Gardiner, H. W., & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development 5th Edition*.
Boston: Allyn & Bacon.
ISBN-10: 0-205-84174-0, ISBN-13: 978-0-205-84174-5

Other Readings:

Online readings in Psychology and Culture
International Association for Cross-Cultural Psychology
<http://www.iaccp.org>

Other readings will be posted on electronic reserve. The password is cross-cultural.



Why take a course in cross-cultural human development?

Courses in cross-cultural psychology and international psychology are becoming more common at universities around the world. One reason has to do with the field of psychology itself. Most of the world's psychologists live and work in the United States. The theories and empirical studies on which the field is based derive almost entirely from research and researchers in the United States and Europe. The researchers bring with them certain assumptions about human nature. As more studies are being done in different cultures both within and outside of the United States, there is increasing recognition that psychology needs to be broadened. That is, which of the "laws" of human behavior will hold true when they are tested in other settings- in other cultures and in other countries? Is "healthy development" the same for children growing up in different circumstances? In this course we will try to present a more inclusive picture of the field of psychology. The second reason to take a course in cross-cultural or international psychology is the often-cited "shrinking world" or "global village". That is, it is very likely that your life experiences have included or will include interactions with persons who come from very different cultural backgrounds than your own. A goal of this course are to make those experiences easier to understand and more pleasant and to make communication more effective, in effect, to help you be a better global citizen.

This course takes a developmental perspective on cross-cultural psychology. We will focus on how the processes of development - from infancy to old age - are affected by culture. Within cultures we will explore the lives of infants, children, adolescents, adults and older adults, with a special focus on the family. A previous course in developmental psychology is useful.

Course particulars

- Pre-requisite: Psychology 101 or equivalent and a course in developmental psychology, such as child psychology or adolescent psychology
- Credit: 3 hours
- Serves as elective or developmental distribution requirement for the psychology major
- Serves to meet the diversity requirement in the College of Arts and Sciences.
- Can be used to meet social science core requirement in Arts and Sciences
- Student outcome assessment for this course will be based on the results of tests and examinations.



Course goals

- Examine how the processes of human development are embedded in culture.
- Find out about the field of cross-cultural psychology, its methods and theories.
- Learn information about the concepts and major findings of cross-cultural developmental psychology.
- Improve writing, reading, listening, understanding, and communicating skills.
- Explore how your own cultural heritage affects the ways you think and act.
- Examine the generality of developmental psychological findings in cross-national and cross-cultural perspective.
- Practice research skills, including literature searches and interviewing someone from another culture.
- Enhance your understanding of psychology in global perspective and as a result, your ability to participate as a global citizen

Course requirements:

1. Homework assignments. These are exercises that are primarily taken from a book by Susan Goldstein, *Cross-cultural explorations: Activities in culture and psychology*. There are 13 exercises; most are worth up to 5 points, but one long one is worth 10 points. You can earn up to 40 points by submitting these (i.e. 40% of your grade depends on doing these.) You will have an opportunity to submit one or two exercises per week, with no more than two accepted during the last week of classes. What that means is that you cannot put this off until the last moment. [40% of final grade].
2. Paper on your own cultural identity (see below). 2000 words long. Due September 23th. [20% of final grade].
3. Choice of two possible papers: (1) Paper involving interview of a person from a culture very different from your own (7-8 pages). Interview questions and article summaries due on October 5th. Final paper due on October 21st or (2) Paper on cultural transitions (7-8 page report on a non-fiction book, see below). Due on October 21st. [20% of final grade]
4. Mid-term exam (October 26). [20% of final grade]
5. There will be no final examination in this course.
6. Attendance and participation. We will be having discussions and doing exercises in class. In addition, for some classes there are no adequate readings and so the essential material will be conveyed through lectures. Class attendance is important, and attendance will be taken occasionally. [Points can be added or subtracted for attendance and participation].

Grading Scale:

Final grades will be based on the percentage of points earned for the assignments and exams listed above. Points can be added or subtracted for class attendance and participation.

- 98.0 - 100 = A+
- 92.0 - 97.9 = A
- 89.0 - 91.9 = A-
- 86.0 - 88.9 = B+
- 82.0 - 85.9 = B
- 79.0 - 81.9 = B-
- 75.0 - 78.9 = C+
- 70.0 - 74.9 = C
- 60.0 - 69.9 = C-
- 50.0 - 59.9 = D
- 49.9 and below = F



Academic Integrity and Honesty

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such Conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the Policy on Academic Honesty of the College of Arts and Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion by the University.

During exams it is best to avoid even the appearance of impropriety or academic dishonesty. Keep your eyes on your own paper. Space your seats as best you can and don't sit next to your good friend.

Conduct that is prohibited:

Plagiarism, or intentionally representing someone else's thought or words as your own. Instances include:

- Quoting directly from someone else's work without using quotation marks and giving proper credit;
- Paraphrasing someone else's ideas or statements without citing your source;
- Submitting as your own work an assignment written wholly or partly by someone else.

Students with Special Needs - Disability Services

Students who believe that, due to the presence of a disability, they may need academic accommodations in order to meet the requirements of this, or any other, class at Saint Louis University are encouraged to contact Disability Services at 314-977-8885 or by visiting by the Student Success Center, Suite 331. Confidentiality will be observed in all inquiries. I am only able to support student accommodation requests upon receipt of an approved letter from Disability Services. I will gladly speak with approved students after registration with the Disability Counselor.

Course etiquette

No food in class, please, and water only (no other beverages!). If you arrive late, please enter quietly and sit in the back. Private conversations and note passing are discouraged. Usually if you missed something in the lecture, others have as well, so please speak out and all class members will benefit. In discussion, treat others with respect. Listening is privileged over talking.

Schedule of Classes

The instructor and Saint Louis University will attempt to adhere to the course schedule and the procedures in this course, but these may be changed if necessary in the case of extenuating circumstances. Please be assured, however, that barring acts of God such as floods, tornadoes, and volcanic eruptions, the exam will be held at the times scheduled.



<u>Date</u>	<u>Topic</u>	Reading Assignments and Other Due Dates
Tuesday, August 24	What is culture?	Brislin, chapter 1
Thursday, August 26	No class –Mass of the Holy Spirit	
Tuesday, August 31	Cross-cultural human development	Gardiner & Kosmitzki, chapters 1 & 2

Thursday, September 2	Doing cross-cultural research	Triandis, chapter 3 Suggest submission of Activity 1.5
Tuesday, September 7	Developmental niche	Super & Harkness, chapter 13 in Lonner & Malpass
Thursday, September 9	Dimensions of cultural variation: Individualism/collectivism	Hofstede, Unit 2, Chapter 14 in on-line readings. Keller, Unit 11, chapter 1 in on-line readings Suggest submission of Activity 1.4
Tuesday, September 14	Dimensions of cultural variation: Power Distance and Masc-Fem	No new readings Suggest you start on your cultural self study
Thursday, September 16	Culture and socialization	G & K, chapter 3 Suggest submission of Activity 4.6
Tuesday, September 21	Physical Development	G & K, chapter 4
Thursday, September 23	Enculturation Video-Preschool in three cultures Revisited	Tobin, Karasawa, & Hsueh, 2004 Cultural self study due.
Tuesday, September 28	Perceptual processes	G & K, chapter 5 Li, 2005.
Thursday, September 30	Culture, language, and cognition	Mistry & Rogoff, 1994
Tuesday, October 5	Culture and emotion	No new readings. Suggest submission of Activity 3.5 Interview questions and summaries due, if you choose to do interview paper.
Thursday, October 7	Culture, self, and personality	G & K, chapter 6 Wang, 2006 McCrae & Terracciano, 2006 Suggest submission of Activity 5.10
Tuesday, October 12	Sex and gender	G & K, chapter 7
Thursday, October 14	Social behavior	G & K, chapter 8 Ishi & Bruneau, 1994 Suggest submission of Activity 4.10
October 18 and 19	Fall break	
Thursday, October 21	Morality, helping behavior	Levine, unit 15, chapter 9 in online

		readings Paper due on interview or cultural transitions.
Tuesday, October 26	Midterm exam	Review readings to this point
Thursday, October 28	Ethnocentrism, prejudice, and stereotypes	Segall, unit 15, chapter 5 in online readings Kahn, unit 15, chapter 3 in online readings Suggest submission of Activity 2.2
Tuesday, November 2	Family	G & K, chapter 9 Gibbons & Stiles, chapter 8 Kagitcibasi, unit 13, chapter 1 of online readings Suggest submission of Activity Gibbons 1.
Thursday, November 4	Parenting	Rohner & Khaleque, unit 11, chapter 4 in online readings Suggest submission of Activity Gibbons 2.
Tuesday, November 9	Growing older, aging	Frazier & Glascock, chapter 8 in Adler & Gielen Gire, unit 14, chapter 2 in online readings
Thursday, November 11	Making cultural transitions	Fulgini, chapter 12 of Gielen and Roopnarine Boesch, in Lonner & Malpass, 1994 Bochner, unit 8, chapter 7 in online readings Ward, Leong, & Low, 2004
Tuesday, November 16	Culture simulation - Bafá bafá	Review readings on cultural transitions Suggest submission of Activity 9.9
Thursday, November 18	Education cross-culturally	Stigler & Stevenson, 1992 Suggest submission of Activity 4.4.
Tuesday, November 23	The world according to Sesame Street video	Empson, 2010 Suggest submission of Activity 6.2 and Activity 9.1.
Thursday, November 25	Thanksgiving	
Tuesday, November 30	Culture and health	G & K, chapter 10 Aboud, unit 7, chapter 2 in online readings

Thursday, December 2	Culture and psychological disorders	G & K, chapter 11 Sam, unit 9, chapter 1 in online readings MacLachlan (2006). Chapters 3 and 4. You can submit up to two homework assignments.
Thursday, December 9	12:00 – 1:50	Final Exam Period, but there is no final examination in this course.

References for readings, etc.

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- Adler, L. L., & Gielen, U. P. (Eds.) (2001). *Cross-cultural topics in psychology* (2nd Ed.). Westport, CT: Praeger.
- Blue, A., Darou, W., & Ruano, Carlos (2000). "Through silence we speak: Approaches to counselling and psychotherapy with Canadian First Nations clients." (<http://www.wwu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, WA, USA.
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- Boesch, E. E. (1994). First experiences in Thailand. In W. J. Lonner & R. Malpass. *Psychology and Culture* (pp. 47-51). Boston: Allyn & Bacon.
- Brislin, R. (1993). *Understanding culture's influence on behavior*. Orlando, FL: Harcourt-Brace.
- Empson, J. M. (2010). Social disadvantage and child development. N D. Nabuzoka & J. M. Empson (Eds.) *Culture and psychological development* (pp. 92-141), New York: Palgrave Macmillan.
- Frazier, C. L. & Glascock, A. P. (2001). Aging and old age in cross-cultural perspective. In L. L. Adler & U. P. Gielen (Eds.) *Cross-cultural topics in psychology* (2nd Ed.) (pp. 115-128). Westport, CT: Praeger.
- Fuligni, A. J. (2004). The adaptation and acculturation of children from immigrant families. In U. P. Gielen & J. Roopnarine (Eds.) *Childhood and adolescence: Cross-cultural perspectives and applications*. (pp. 297-318). Westport, CT: Praeger.
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- Goldstein, S. (2008). *Cross-cultural explorations: Activities in culture and psychology* (2nd Ed.), Boston, MA: Pearson.

- Gottlieb, A. (2004). *The afterlife is where we come from: The culture of infancy in West Africa*. Chicago: University of Chicago Press.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations (2nd Ed.)* Thousand Oaks: Sage.
- Ishii, S., & Bruneau, T. (1994). Silence and silences in cross-cultural perspective: Japan and the United States. In L. A. Samovar, & R. E. Porter (Eds.) *Intercultural Communication: A reader. 7th Edition*. (pp. 246-251). Belmont, CA: Wadsworth.
- Kagiticbasi, C. (2002). A model of family change in cultural context. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 13, Chapter 1), (<http://www.wwu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.
- Khan, S. R. (2002). Stereotyping from the perspective of perceivers and targets. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 15, Chapter 3), (<http://www.wwu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.
- Keller, H. (2002). Culture and development: Developmental pathways to individualism and interrelatedness. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 11, Chapter 1), (<http://www.wwu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.
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- Ryder, A. G., Yang, J., & Heini, S. (2002). Somatization vs. psychologization of emotional distress: A paradigmatic example for cultural psychopathology. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 9, Chapter 3), (<http://www.wwu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.
- Segall, M. H. (2002). Why is there still racism if there is no such thing as "race"? In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 15, Chapter 5), (<http://www.wwu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.
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Writing assignments

- A. Cultural self-study. This assignment is taken from Weigl (personal communication, 2003). Due Thursday, September 23rd, 11 am. Please submit your paper via email to gibbonsjl@slu.edu as an attachment in Microsoft word doc or docx format. If you use references the format should be APA style.

Using material introduced in readings and class complete the steps of a cultural self-study indicated below. You should label the sections as they appear below. Completed reports

should not exceed 2000 words or about 7 to 8 typed pages. Try to focus on the ways that you, your family, and your important reference groups represent larger, more inclusive cultural realities. Your work will be evaluated on the basis of the variety of course concepts you use appropriately and evidence that you have made a genuine effort to deal with tasks which require some very deep reflection. No student, however, should in any way feel compelled to share information that she or he believes is private or personal. Keep in mind, though, that a degree of discomfort with this project is normal, as it requires making explicit things that usually remain implicit, automatic, and wordless—like how you drive a car or greet a stranger visiting your home. Many students have found this exercise, no matter how difficult, to provide a very powerful and useful form of self-discovery.

1. Antecedents. Describe historical antecedents, which even if nearly forgotten, still covertly influence thought, feelings, and behavior in your family. Consider immigrant beginnings and migration history, critical past experiences, valued traditions, characteristics likes and dislikes, views of persons of different ethnic and social groups, and institutions (school, church, neighborhood, etc.) critical in shaping you.
2. Representative Behavior Settings and Scripts. Describe four behavior settings and their characteristic scripts which you believe were typical of environs which helped to shape you. You might consider situations such as a family meal, a classroom, peer group activities, family behavior around a holiday or important event, etc. After each description, indicate briefly for each setting-script complex its cultural significance and socialization impact on you.
3. Beliefs, values, worldviews. What spoken, articulate beliefs were important as you grew up? What were other critical values, norms, and worldviews were more taken-for-granted? What values and worldviews were communicated to you through your social environment, both within and beyond your family.
4. Your visible cultural persona. Describe your current characteristic non-verbal, protolinguistic characteristics and patterns. What is the content and style of your typical movements and gestures? What “sign equipment” (dress, age, health, status indicators) do you carry that are likely to influence how others perceive and categorize you as a member of certain groups.
5. Preferred patterns of speaking and relating to others. Think of elements like your accent, manner and tempo of speech, the type of “spatial envelope” you use, your preference for more active or quiet-attentive interaction. What impulses and needs are you most comfortable communicating? Consider how you structure relationships over time in terms of task vs. socio-emotional roles, management of dependence and independence, needs for control, and handling of emotions and interpersonal closeness. What aspects of these patterns do you view as cultural?
6. Your personality patterns. Describe a few features of your personality which are shaped by gender, age, social class, and ethnic factors. Though you are a distinct individual, how you express this is shaped at least in part by certain cultural and social conventions. Think of your personality as an accepted way of adapting to or “syncing” with settings which are important parts of your past and present life.
7. Mapping yourself on cultural dimensions. Locate where you fall on four of the cultural dimensions described in class and readings. If you think your positioning here depends very largely on context, provide some explanation of this. How useful is it to describe yourself using these dimensions? What does it feel like to “dimensionalize” yourself in this way.
8. Summary Self-Statement. In no more than 250 words prepare a summary statement of your cultural programming and identity.

- B. Do one of the two papers, either an interview or a book report about a cultural transition. (1) Interview of a person from a different culture (adapted from Chen). Questions and brief summary of who you are

going to interview and what topic you will cover on October 5th, 11 am. Final paper due October 21st 11 am. 6-7 pages. Please submit your paper via email to gibbonsjl@slu.edu as an attachment in Microsoft word as a doc or docx file. If you use references the format should be APA style.

1. *Selection of a topic and an interviewee*
-Select a topic that is of interest to you and that would be likely to show cross-cultural differences between your interviewee's culture and your own culture.
Examples: gender relationships, family relationships, particular values, dating, marriage.
Expectations for children, goals of children's education, etc.
-Find one or two articles that address your topic. Summarize them.
2. *Develop your questions.* Your questions should be broad enough so that they do not lead your interviewer in a particular direction, yet narrow enough that they are answerable. This is a difficult task and you may want to "test" your questions on a friend. Questions and summaries due Tuesday, October 5th, 11 am.
3. *Find an interviewee.* Anyone who is not from the same cultural background as you are would qualify as your subject. Even though this is NOT a research project, you should observe the ethical guidelines of the IRB. That is, you should fully disclose the reasons and purposes of the interview to the interviewee. You should promise and maintain confidentiality.
4. *Before the interview.* Read the articles or relevant papers and review your questions.
5. *During the interview.* Take good and clear notes. Do not force your subject to answer questions with which he/she is not comfortable. Thank your interviewee at the end of the interview.
6. *After the interview.* Organize your notes. Think about what you found.
7. *Contents of the paper.* Introduction (why you want to explore this topic). You may want to refer to the articles you read or to an issue raised in class. Background information about your interviewee (culture, age, gender, etc). Present your interview data and analysis (do not copy verbatim the whole interview). In the analysis section, discuss your interviewee's responses in terms of concepts of the course, and also how they are similar and different from your own culture. Brief conclusion of implications and suggestions for further research. Include your questions as an appendix.
8. *Reference style should be according to APA format.* See this website for helpful hints.

APA style <http://www.psywww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm>

- (2) This is the second possibility: Book report on cultural transitions. 7-8 pages, due at 11:00 am on October 21st. The purpose of this assignment is to better understand cultural transitions, especially how confronting a new set of cultural values and beliefs helps you understand yourself and your own cultural assumptions. In addition you will apply some theories about culture shock and transitions to a particular situation. First you need to choose a book from the approved list below. In unusual circumstances you can select a different book, but only with my approval ahead of time. I have selected these books because they all involve a sojourner from the United States, Britain, or Australia to a different part of the world (most often Africa, Asia, or the Middle East). Your paper should address some or all of the following questions. Your paper will be evaluated on the basis of your application of course concepts to the book and your reflection on making a cultural transition as revealed in the book. Please submit your paper via email to gibbonsjl@slu.edu as an attachment in Microsoft word formatted as a doc or docx file. If you use references the format should be APA style.
 1. Who was the sojourner, and how did his/her personal characteristics affect how he or she was perceived?
 2. What were the first impressions of the new culture? (e.g. like "first impressions in Thailand" by Boesch in your readings folder).
 3. Was the sojourner called upon to explain aspects of his/her original culture? If so, how easy or difficult was this?

4. Can you apply the ABC theory of Bochner to the situation? See Bochner, unit 8, chapter 7 in online readings.
5. The older theories of culture shock suggested an inverted U shaped function of happiness/contentment. Do you see any evidence of this?
6. To what aspects of the new culture did the sojourner easily adapt?
7. What were some of the physical/emotional challenges?
8. Were there some aspects of the culture that the sojourner was unable to accept (especially things that seemed ethnically or morally wrong to them)?
9. Did the sojourner learn something about him/herself?
10. How did the personality of the sojourner affect the transition (see Ward et al., 2004)?
11. If the book also discusses returning home, what were the challenges of returning home?

Approved books.

PEACE CORPS MEMOIRS

Erdman, S. (2003). *Nine hills to Nambonkaha: Two years in the heart of an African village*. New York: Henry Holt and Company. A peace corps memoir from Cote d'Ivoire (West Africa). Erdman describes vividly the people she meets in a remote village.

Hessler, P. (2001). *River town: Two years on the Yangze*. New York: HarperCollins. A peace corps volunteer's memoir of adjusting to life in a remote part of China where he clearly stood out as the only Anglo.

Lihosit, L. F. (2010). *South of the frontera: A peace corps memoir*. New York: iUniverse. Touring in Mexico and serving in the Peace Corps in Honduras.

Packer, G. (2001). *The village of waiting*. New York: Farrar, Straus, & Giroux. Another peace corps memoir, this one from Togo. Very insightful and thoughtful.

Tidwell, M. (1988). *The ponds of Kalambayi: An African sojourn*. Guilford, CT: Globe Pequot Press. A peace corps memoir that takes place in Zaire.

Thomson, M. (1969). *Living poor: A peace corps chronicle*. Seattle: University of Washington Press. Middle-aged man as a peace corps volunteer in Ecuador. Well-done.

Toner, J. (2001). *Serendib*. Athens, GA: University of Georgia Press. The father of a peace corps volunteer in Sri Lanka comes to visit.

EMERGING AND YOUNG ADULTS TRAVELING

Akbar, S. H., & Burton, S. (2005). *Come back to Afghanistan: A California teenager's story*. New York, NY: Bloomsbury. Looks good and well-written.

Cohen, J. (2007). *Children of Jihad: A young American's travels among the youth of the Middle East*. NY: Gotham. The author was rather oblivious, in my opinion, but I think his observations are interesting.

Griest, S. E. (2004). *Around the bloc: My life in Moscow, Beijing, and Havana*. New York: Villard Books. Mostly a romp around the world, but enough cross-cultural information to do a paper on it.

Troost, M. M. (2004). *The sex lives of cannibals: Adrift in the equatorial Pacific*. New York: Broadway Books. Another mostly light-hearted travel memoir, but has just enough reflection to make it on the list.

Zeppa, J. (2000). *Beyond the sky and the earth: A journey into Bhutan*. Riverhead Trade. A young woman spends two years teaching in Bhutan.

ANTHROPOLOGISTS

Barley, N. (1983). *The innocent anthropologist: Notes from a mud hut*. Long Grove, IL: Waveland Press.

Fieldwork by a British anthropologist in Cameroon. He is hilarious, but not terribly reflective. Will be fun to read, but not so easy to write about.

Bernstein, G. (1983). *Haruko's world: A Japanese farm woman and her community*. Palo Alto, CA: Stanford University Press. I haven't read this one yet, so I'm not sure how hard it will be to write about the author's experience.

Bowen, E. S. (1964). *Return to Laughter : An Anthropological novel*. New York: Anchor Books. This is the only fiction book on the list, but I made an exception because it is so clearly based on her actual experiences doing field work in West Africa.

Gottlieb, A., & Graham, P. (1994). *Parallel worlds: An anthropologist and a writer encounter Africa*. Chicago, IL: University of Chicago Press. Haven't read this one, but Alma Gottlieb is a good story teller.

Raybeck, D. (1996). *Mad dogs, Englishmen, and the errant anthropologist: Fieldwork in Malaysia*. A hilarious account by an anthropologist of the challenges of fieldwork.

HOUSEWIVES, OTHER TRAVELERS

Tattlin, I. (2002). *Cuba Diaries : An American Housewife in Havana*. Chapel Hill, NC: Algonquin Books. More than complaints about finding good help, she identifies some recurring sayings that seem to permeate all of life in Cuba.

Sciolino, E. (2000). *Persian Mirrors: The Elusive Face of Iran*. Free Press. I think this is the best travel book on Iran; Elaine Sciolino is a reporter who has traveled there often.

Fernea, E. W. (1969). *Guests of the Sheik: An ethnography of an Iraqi village*. New York: Anchor Books. This is a fairly old book, but the writing is superb and the author insightful.

Fernea, E. W. (1975). *A Street in Marrakech: A personal encounter with the lives of Moroccan women*. New York: Doubleday. Another older book by the same author, but also well-written and interesting.

Marshall, A. (2002). *The trouser people: A story of Burma in the shadow of the empire*. Washington, DC: Counterpoint Press. A Brit travels through Burma.

Sachs, D. (2000). *The house on dream street : Memoir of an American woman in Vietnam*. Chapel Hill, NC: Algonquin. Reflective account of both the frustrations and joys of a cultural transition.

Hansen, E. (1988). *Stranger in the forest: On foot across Borneo*. Boston: Houghton Mifflin Company. An "inner journey" as well as an outer one.

Seierstad, A. (2003). *The bookseller of Kabul*. Boston: Little, Brown. A Norwegian reporter lives with an Afghan family shortly after the fall of the Taliban. Particularly revealing on women's roles.

Fonseca, I. (1995). *Bury me standing : The gypsies and their journey*. NY: Vintage Books. Life among the Roma by a British woman with Roma ancestry.

Elliot, J. (1999). *An unexpected light: Travels in Afghanistan*. New York: Picador. Award winning travel book. Full of history, cross-cultural encounters, and more.

OTHER GOOD BOOKS. NOT SUITABLE FOR YOUR ASSIGNMENT. These are excellent books that were not quite appropriate for this assignment. Read for fun or for extra credit.

Beah, I. (2007). *A long way gone*. NY: Farrar, Straus, and Giroux. Story of a child soldier.

Eggers, D. (2007). *What is the what*. NY: Vintage.

Gilbert, E. (2007). *Eat , Pray, Love: One woman's search for everything across Italy, India and Indonesia*. NY: Penguin.

Gorden, R. L. (1974). *Living in Latin America: A case study in cross-cultural communication*. Lincolnwood, IL: National Textbook Company. Old, but still unique study of how the peace corps volunteers living with host families in Colombia were perceived by their hosts.

Gottlieb, A. (2004). *The afterlife is where we come from: The culture of infancy in West Africa*.

Lamb, D. (2002). *Vietnam, now: A reporter returns*. New York: PublicAffairs. An excellent and compelling report on changes in Vietnam in the last 30 years. Not very psychological.

Lemke, D. (2001). *Man no be God: Bushdoctor in Cameroon*. San Jose, CA: Writers Club Press. German physician reports on providing medical care in Cameroon. Lots of medicine, but not particularly reflective.

McCollum, J. K. (2003). *Romania: Opening all of the doors*. Victoria, Canada: Trafford. Canadian business professor spends time in Romania looking at economic changes post Communism. Focus on economic and political, not psychological.

Mortenson, G., & Relin, D. O. (2007). *Three cups of tea: One man's mission to promote peace.... one school at a time*. NY: Penguin.

Rosenberg, R. (2004). *This is not civilization*. Boston: Houghton Mifflin. Fictionalized account of Peace Corps experience.

Shimizu, H., & Levine, R. A. (2001). *Japanese Frames of Mind: Cultural Perspectives on Human Development*. Cambridge, England: Cambridge University Press.

Turnbull, S. (2002). *Almost French: Love and a new life in Paris*. New York: Penguin. A light-hearted look at a move from Australia to Paris. If you are a francofile, you'll like this one.

C. Homework assignments. The details of each homework assignment will be posted on SLU Global. Most are taken from a book by Susan Goldstein, *Cross-cultural explorations: Activities in culture and psychology, 2nd edition*. Each activity (with one exception, see below) is worth 5 points or up to 5 % of your grade and you can earn up to 40% of your grade through these assignments. In general, if you complete the assignment in a thoughtful way you will earn the maximum number of points. You do not need to do them all in order to earn your 40 points. They should be submitted by email to gibbonsjl@slu.edu. During the last week of class I cannot accept more than two homework assignments from each student. Therefore, you need to plan ahead and not leave them all until the end.

1. Activity 1.4 A search for individualism and collectivism.
2. Activity 1.5 Shopping for cultural values.
3. Activity 2.2 Insiders and outsiders.
4. Activity 3.5 Video games as cultural artifacts.
5. Activity 4.4 Home culture and school environment fit.
6. Activity 4.6 The resilience of child soldiers. [Before doing this one, read the chapter by Empson on "Social disadvantage and child development."]
7. Activity 4.10 Textbook rewrite. This activity is worth up to 10 points. It requires extensive literature searches.
8. Activity Gibbons 1. Developmental niche of "Babies."
9. Activity Gibbons 2. Developmental niche of Born into Brothels."
10. Activity 5.10 Culture and the big five.
11. Activity 6.2 Culture and health: The Ni Hon San study.
12. Activity 9.1 Communicating humor across cultures.
13. Activity 9.9 The culture assimilator.