



Psy 338 International Psychology COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: William G. Masten, PhD, Associate Professor

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Preferred Form of Communication: email

Communication Response Time: during semester 48 hours.

COURSE INFORMATION

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Materials – Textbooks, Readings, Supplementary Readings

Textbook required Psychology 338: The Handbook of International Psychology by Michael J. Stevens (Editor), Danny Wedding (Editor) ISBN-10: 0415946123, 2004

Required assignment read chapters 1 to 29. Assignment essays, discussions as well as due dates are located under specific Units. Complete Essays, Discussions, PowerPoints, videos, and documents under Doc sharing.

I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the Units and the syllabus to know the class content, quizzes, discussions, essays and course requirements. You should go ahead and begin the first assignment. I will be responding to questions sent to my email (william.masten@tamuc.edu).

Notice: Online versions of this course have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

Course description:

This course explores theoretical and practical issues of international psychology. These issues will be considered as they relate to human behavior. American psychologists generally concentrated on developments in American psychology. This occurs even

though many innovations are international. This course is a discussion of the state of psychology outside of The USA.

LEARNING OUTCOMES

Upon completion of this course: students will be able to: Identify the interrelatedness of local, global, international, and intercultural issues, trends, and systems from psychological perspectives;

Students will be able to engage in a multi-perspective psychological analysis of local, global, international, and intercultural psychological and behavioral problems

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Important Announcement

1. All quizzes in this course are timed, usually 2 minute per item. **If you are a “slow reader” or have other problems taking tests; there is assistance on campus. Be sure contact:** Office of Student Disability Resources and Services or call
2. Trio at 903-886-5833 or the
3. Community Counseling & Psychology Clinic (903) 886-5660 or
4. Texas A&M University-Commerce Counseling Center, Student Services Building, Room 204, Phone: 903-886-5145.

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Learning Objectives for Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Specific Global Learning Outcomes:

Global Awareness - Students will be able to demonstrate knowledge of the interrelated influences on individuals' health issues by applying the biopsychosocial model.

Global Perspective - Students will be able to construct a multi-perspective analysis of a global health issue using the biopsychosocial model.

Global Engagement - All students will demonstrate a willingness to engage prevention/intervention using the biopsychosocial model to address individual or global health problems.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint.

Instructional Methods

Delivery modalities: lectures, readings, course structure,

Getting Started: How to find this course. Go to the university web site, (<https://www.tamuc.edu/>). Click on the box My Leo at the bottom of the screen (<https://leo.tamuc.edu/>). This will take you to the My Leo sign in page (<https://leo.tamuc.edu/>). Enter your Username / CWID and password, then click login. This takes to where you may sign in to eCollege. Click on eCollege. Then find my courses, click on it, go the current semester, then click on this course.

Types of learning activities: reading, discussions, essays.

Assessments: quiz, learning tutorials, essays, discussions.

Student Responsibilities or Tips for Success in the Course

All students should regularly log into the course website; amount of weekly study is 10 hours and participation time for discussions is 2 hours per week.

Assumptions Related to Successful Completion of this Course:

1. You have access to a computer with a reliable internet connection. There are a number of computer labs on campus.
2. Ability to use "MS Word" word processing.
3. You have adequate writing abilities. You may seek the assistance of the University Writing Lab. There will be no loss of points for using the University Writing Lab.
4. You are able to read the required reading materials.
5. All assignments must be posted to eCollege, sending it in an email message is not acceptable.

These questions are listed as every semester students present numerous inquiries along the following lines of thought:

- a. I do not have a computer and I did not know a computer was required for the course! Where should I go? Use the computers in the library.
 - b. I am not accustomed to writing essays. Can you prepare an alternative task for me? Unfortunately, No.
 - c. I am working 40 hours per week, taking 18 semester hours, and have three children. Can you reduce the course workload for my situation? Regrettably, No.
 - d. I just do not have the time to do all the requirements of the course. May I do less? Lamentably, No.
 - e. Can I take this course without reading the book or support materials? Regrettably, No.
 - f. You really do not expect me to read all the assignments, do you? Yes.
 - g. I do not like to read, may I avoid the readings? No, I do not see how.
 - h. I cannot take the test on the days indicated. Take another section of this course; there are many.
- The previous quotes are taken from actual emails received in the past. Anything I do for one student, I must do for all students. Each student will receive 3 credits for this course. There will not be an * next to the course indicating you did less than the requirements. If you are not able to meet the course requirements, then you are encouraged to drop this course.

Study Recommendations:

1. Study the syllabus, Units and know the due dates.
2. Do not wait until the last minute to post your Discussions or essays. Post an assignment early as opposed to the last minute. Remember Murphy's Law: "Anything that can go wrong will go wrong." Murphy's Extended Law: "If a series of events can go wrong, they will do so in the worst possible sequence." The same laws apply to the quizzes.

GRADING

Grading of Assignment Essays

If you go the extra mile on every Assignment Essays, you will be rewarded. If you have everything "down pat" from the book, documents, PowerPoint, videos, etc. you will gain a higher score on the quizzes. Each time you post an Assignment Essays, copy and paste the question. In this way, everyone will know which question you are answering. Always save the essay on your hard drive just in case you lose the essay in ECollege. Each one of the Assignment Essays has been designed to enhance your skills and abilities in various areas, which correspond, to the course objectives. I usually give comments on the Assignment Essays. All assignments must be posted, sending it in an email message is not acceptable.

No dissertations, PowerPoint, websites, blogs, or thesis may be used as references.

Assessments

Assignment Essays grades will be based on quality of responses, not length of responses. Length is not the measure; completeness and accuracy are the measures. The final grade is based on total points earned on all assignments.

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Scoring of Essays

Essay Score = 100%-95%.

This essay is a highly effective response to the assignment, no errors were noticed, has more than 2 references. It has the following additional characteristics:

- Good organization and overall coherence.

- Clear explanation and/or illustration of main ideas.
- Variety of sentence syntax.
- Facility in language usage.
- Complete freedom from mechanical mistakes.
- No Errors in word usage and sentence structure.
- Has 2 in text citations

Essay Score = 90%-94%.

This essay shows competence in responding to the assigned topic but may have minor errors, has 2 references. It has the following additional characteristics:

- Competent organization and general coherence.
- Fairly clear explanation and/or illustration of main ideas.
- Some variety of sentence syntax.
- Facility in language usage
- General freedom from mechanical errors.
- Minor errors in word usage and sentence structure.
- Has 2 in text citations

Essay Score = 89%-80%

This essay displays competence in response to the assignment, has 2 references. It has the following additional characteristics:

- Adequate organization and development.
- Explanation and illustration of some key ideas.
- Adequate language usage.
- Some mechanical but inconsistent errors and
- Mistakes in usage or sentence structure.
- Has 2 in text citations

Essay Score = 79%-70%

This essay shows some competence but is plainly flawed, has 1 reference. Additionally, it has the following characteristics:

- Inadequate organization or incomplete development.
- Inadequate explanation or illustration of main ideas.
- A pattern of mechanical mistakes or errors in usage and sentence structure.
- Has 1 in text citation

Essay Score = 69%-60%

This essay shows limited competence and is severely flawed. Additionally, it has the following characteristics:

- Poor organization and general lack of development.
- Little or no supporting detail.
- Serious mechanical errors and mistakes in usage, sentence structure, and word choice

Essay Score = 59%-50%

This essay shows a fundamental lack of writing skill. Additionally, it has the following characteristics:

- Practically nonexistent organization and general incoherence.
- Severe and widespread writing errors. No screen shots are permitted for any assignments.

Essay Score = "0"

A "0" essay does not address the topic assigned.

A "0" essay does not have a reference, or used a website, blog, newsletter, etc.

A "0" essay did not complete the assignment.

A "0" for assignments not answered by the due date.

A "0" for essays that have direct quotes longer than 3 consecutive words from a source.

A "0" essay used dissertations, websites, blogs, or thesis as a reference.

A "0" for no in text citations.

Notes on acceptable Assignment Essays

Your essays will be written at a college level. You must post your essays to LMS Assignment, not Doc Sharing, not, Discussion, do not send me the essay via email. You must submit essays using 12 font size, Arial font type, and 1-inch margins on all four sides. I expect you to proofread, utilize spell-check and grammar-check software prior to submitting your assignment. Each essay will have 200 words, 2 references and 2 in text citations.

APA Format

You are required to use **APA format to cite the source of all ideas** (including our textbook and journal articles). Any time you cite facts, you need a reference. If it is not your idea, then you must cite the source by using a reference. If you fail to list a reference, you will lose all possible points. If you improperly use A.P.A. format, then you will lose some points. Below are sites that discuss the A.P.A. Style. Reference List: Basic Rules: <http://owl.english.purdue.edu/owl/resource/560/05/>. Reference List: Author/Authors. Reference List: Articles in Periodicals. Reference List: Books. Online Bibliographies and Annotated Bibliographies.

Jürgens, R. (2005). HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography. Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf

Grading of Discussions

Two posts will receive 10 points; 1 post = 5 points.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Communicate with the instructor via email and during the semester expect a response within 48 hours. Feedback on assessments require at least 1 week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Late assignment: If the assignment is late, you may receive a 0 on that assignment. All assignments will be due at 11:59 pm on the designated deadline dates, as are the exams. However, I recognize things happen. **Even if late, be sure to post your Assignment Essay and Discussions.** Let me know beforehand if you will be late. Do not wait weeks to post a discussion or Assignment Essays and expect your work to be graded. One student waited until after I posted final grades, and then asked if her late assignments could be graded! If you miss an assignment due to death, military, or reasonable excuse, please email me. If you miss an assignment without a legitimate excuse, you may receive 0 points. If you miss two (2) or more assignments, without a valid excuse, you may be dropped from the course. If you cannot get in D2L, go to technical support and then contact me. All assignments must be posted to D2L, sending it in an email message is not acceptable.

Missed Exams and Quizzes: If you miss an exam, you should notify me by the day of the exam.

Extra Credit: none

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced.

University Specific Procedures Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Academic Misconduct

If I detect academic misconduct, you may automatically FAIL this course.

On independent work

Everything you do in this course is completed without the aid of others, except the Writing Lab. You may not have aid on essays or quizzes. You may not use books, notes or other help on the quizzes.

Honesty and Plagiarism:

As an Internet class and there may be an opportunity to cheat (share exams, or perform other acts of academic dishonesty). Unless otherwise indicated, all of your work is completed independently. If you are suspected of academic dishonesty, you may be

Referred to the Vice President for disciplinary actions. I need to emphasize that there is the assumption that answers to Assignment essays are your own. I welcome and encourage you to use the journal articles, and books. However, avoid independent websites that are not journal articles as resources to completing the Assignment essays. You must provide a reference for every Assignment essay. A simple

statement such as "references included" will not be sufficient. No one cares if you get an idea from someone as long as you credit the source. Do not use sources without crediting the source. Another person's idea used without a reference is plagiarism.

Plagiarism

Instructors do not tolerate plagiarism and other forms of academic dishonesty. Students are expected to uphold and support the highest academic standards. Penalties for students guilty of academic dishonesty are listed in the Student Code of Conduct (Texas A&M University-Commerce Code of Student Conduct). If it is determined, you committed plagiarism or cheating will get you an F in this course.

Plagiarism is a complicated issue:

1. If you use a direct quote without using quotation marks, the page number of the quote and the authors name and year of publication, this is definitely plagiarism.
2. Using someone's idea without crediting the source is plagiarism. This includes information from our textbook.
3. Using an essay you have used before is plagiarism.
4. Using a paper from a "paper mill" is plagiarism (i.e. term_papers_are_us.com).
5. Using a paper or essay someone wrote for you is plagiarism. Using a paper or essay for 2 courses is plagiarism. You may not open or use another student's files.

How to avoiding plagiarism

- 1) Always cite the source.
- 2) Never use direct quotes longer than 3 consecutive words.
- 3) You may not open or use another student's files.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; illicitly obtaining examination questions in advance, unauthorized copying of computer or Internet files, using someone else's work for the assignments and presenting it as if it were one's own, copying test items, printing test items or saving test items, or any other dishonest means of attempting to fulfill the requirements of a course. You may not open, view, download, save or use another student's files or your work from another course. If you do this is cheating and will fail this course.

Collusion

is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, or allowing a classmate to copy answers.

On the use of direct quotes

Do not use direct quotes longer than 3 consecutive words, from **any source**. Any use of direct quotes longer than 3 consecutive words in an Assignment Essay will gain the user a grade of 0.

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE & CALENDAR

Assignments and due dates

Spring 2019 due dates

Unit 1: Unit 1 due date 1/18/2019- Quiz

Course objectives

The learner will be able to define the history, practice of psychology, curriculum of psychology and issues in the countries covered in the course.

Overview: What is International Psychology?

Learning Outcomes:

The learner will be able to define international psychology.

The learner will be able to write a reference in correct APA style.

The learner will be able differentiate Magazines from Scholarly Journals

Assignments & Assessments for this Unit

Read CH 1

Complete Discussion:

Homo sapiens are from 100,000 to 200,000 years old depending on who you read. About 50,000 years ago, our ancestors lived in Africa. At that time humans began to travel all over the world. After watching the 13 parts of The Journey of Man-A Genetic Odyssey (https://www.youtube.com/watch?v=nBJDGz_zrMyQ&list=PLwuithe13parts_kf0mhfCzkjyolcb6dantwmb2hVZSj) respond to this quote from Dr. Spencer Wells: “You and I, in fact everyone all over the world, we’re literally African under the skin; brothers and sisters separated by a mere two thousand generations. Old-fashioned concepts of race are not only socially divisive, but scientifically wrong”. What is the effect of this quote on international psychology?

To obtain the maximum points make sure your responses are more than simply agreeing or disagreeing with others’ comments. Give the logic of reacting to others’ ideas and demonstrate your critical thinking in your Discussion comments. Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student’s post. (There is no one correct answer.)

These assignments will be included as test items in quiz 1

Complete Study of references in APA Style

Study this tutorial (<https://owl.english.purdue.edu/owl/resource/560/05/>).

Read the 5 sections below of

Reference List: Basic Rules

Reference List: Author/Authors

Reference List: Articles in Periodicals

Reference List: Books

Reference List: Other Print Sources

Study these basic formats:

Basic Format for Journal Articles:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number(issue number), pages.

Basic Format for Books:

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Format for Chapter in a Book:

Author, A. A. (Year of publication). Title of chapter. In author of book. Title of book (pages of chapter). Location: Publisher.

Example for chapter in a book:

Swiss, G. P. (1911). A trip of terror. In A Columbus. The glory of a space trip. (pp. 17-32). New York, NY: Appleton.

Read and learn: Distinguishing Scholarly from Non-Scholarly

Periodicals at <http://guides.library.cornell.edu/c.php?g=31867&p=201758> (will open in a new window) Magazine or Scholarly Journal

There are several types of periodicals found in academic library collections. Knowing something about the characteristics of each type--popular or scholarly--will help in identifying the appropriate type of periodical titles.

POPULAR PERIODICALS

- Tend to have short articles (1-5 pages)
- Cover a variety of topic/subject areas (Time, The New Yorker, and National Review). They may also cover a single subject area with the intention of informing or entertaining the readership (Sports Illustrated or Audubon).
- Contain articles that do not contain a bibliography or cited reference page. The reader cannot check the author's information by tracking down and reading the original information source.
- Intended for a non-academic, non-specialized audience.
- Use conventional/conversational language, as opposed to a specialized vocabulary.
- Provide articles written by journalists, rather than researchers or specialists in a given field.
- Provide articles often accompanied by photographs or other illustrations.
- Include extensive commercial advertising.
- Issued frequently (i.e. come out weekly, bi-weekly or monthly). Are sometimes in newspaper format.

SCHOLARLY PERIODICALS

- Include lengthy articles (five to fifty+ pages) which contain original research or results of a study done in a specific subject area (e.g. music theory, psychology, medicine).

- Contain articles with footnotes or cited reference pages. The cited references allow the reader to consult the same material that the author used in his/her research.
- Intended for an academic or scholarly audience and use technical or specialized vocabulary. Publish articles written by scholars, specialists, or researchers in the field (as opposed to articles written by journalists reporting on or synthesizing research).
- Publish reviews of the literature.
- Include articles with charts or tables: news photos and other types of graphics are often not used except in the case of articles on visual subjects such as art, design, or architecture.
- Produced under the editorial supervision of a professional association (e.g. Journal of the American Medical Association) or by a scholarly press (e.g. University of Washington Press).
- Contain little or no advertising or photographs.
- Issued less frequently than magazines (i.e. two to twelve times per year).

Unit 2 due date 1/25/2019

Overview: Psychology in Africa

Assignments & Assessments for this Unit

Read:

Chapter 2 - Psychology in Kenya 25

Chapter 3 - Psychology in Nigeria: Origins, Current Status and Future 43

Chapter 4 - Psychology in South Africa 59

Complete Discussion:

The professional practice of psychology in Kenya has been constrained by a number of issues, such as the lack of legislation governing the standards of training in psychology and a licensing board to regulate professional practice, and irregular funding to maintain the viability of institutions and organizations. What is your opinion of what can be done to improve the professional practice of psychology in Kenya? (There is no one correct answer.) Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Unit 3 due date 2/1/2019

Overview: QEP Essay

Learning Objectives for Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Assignments & Assessments for this Unit

QEP Global Citizen Assignment essays and Discussions

Assignment essay: Identify 4 characteristics of global citizens. Every Assignment essays requires factual knowledge supported by scientific data. Save personal opinions for the Discussions. Any statement of fact you make in a Assignment essays must be supported by a journal article or book.

Empirical data does not mean your personal experience. Every essay must have at least 200 words and have at least 2 references (journal articles or books including our textbook) obtained from PsycINFO, not from Google.com or *Time* magazine.

Complete Discussion: Explain why you are a global citizen.

Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Unit 4 due date 2/8/2019

Overview: Psychology in Mexico

Assignments & Assessments for this Unit

Read

Chapter 6 - Psychology in Mexico: Recent Developments and Perspective 93

Chapter 8 - Psychology in Argentina 129

Chapter 9 - Psychology in Brazil: the Road Behind and the Road Ahead 151

Complete Discussion: Explain some of the differences between a B.A. (4 year undergraduate degree) in Mexico and in the U.S.A. Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Unit 5 due date 2/15/2019

Overview: Psychology in East Asia

Assignments & Assessments for this Unit

Read:

Chapter 11 - Advances in Psychology in China 179

Chapter 12 - Psychology in Japan 193

Chapter 13 - Psychology in Singapore 211

Complete Discussion: In your opinion, which government has done the most to advance psychology in China, Japan & Singapore? Specify the country and the aspect. Be sure to state your reasons for your opinion. (There is no one correct answer.) Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post.

Unit 6 due 2/22/2019

Overview: Psychology in East Europe

Assignments & Assessments for this Unit

Read

Chapter 17 - Psychology in Poland: a Country in Transition 273
 Chapter 18 - Psychology in Russia 293
 Chapter 19 - Psychology at the Cross-Roads: the View from Turkey 311

Complete Discussion: In Turkey many early psychology books were translated from English and in Poland the author speaks of the “Pavlovization” of psychology. Discuss the disadvantage of these two variables on the development of psychology in Turkey and Poland. Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student’s post. (There is no one correct answer.)

Unit 7 due date 3/1/2019

Overview: Psychology in West Europe Assignments & Assessments for this Unit

Read:

Chapter 20 - Psychology in Germany 331
 Chapter 21 - Strengthening Psychology in Spain 351
 Chapter 22 - Psychology in the United Kingdom 371

Chapter 8 - Psychology in Argentina 129
 Chapter 9 - Psychology in Brazil: the Road Behind and the Road Ahead 151

Complete Discussion: Germany had the advantage of a long history of psychology as a science (Wundt, 1879). In your opinion, did Spain and the United Kingdom have similar individuals or movement to contribute to the development of psychology? (There is no one correct answer.) Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student’s post. (There is no one correct answer.)

Unit 8 due date 3/8/2019-

Quiz: Chapters 1-22 and the assignments under Unit 1.

Overview: Psychology in North America Assignments & Assessments for this Unit

Read:

Chapter 5 - Psychology in Canada 75
 Chapter 7 - Psychology in the United States 109

Complete Discussion: What movement has held psychology in the US from reaching its full potential?

Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student’s post. (There is no one correct answer.)

Unit 9 due date 3/15/2019

Overview: Psychology in the Middle East Assignments & Assessments for this Unit

Read:

Chapter 23 - Psychology in Egypt 387
 Chapter 24 - Psychology in Iran 405

Complete Discussion: In your opinion, what was the most important strength in the development of psychology in Egypt and Iran? Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Unit 10 due date 3/29/2019

Overview: Psychology in Israel

Assignments & Assessments for this Unit

Read:

Chapter 25 - Psychology in Israel 419

Complete Discussion: Given the history of the Jewish people, Seleucid Empire subjection (mid14th century), ancient Roman oppression, Middle Ages Antisemitism in Europe, Black Death maltreatment in Europe, Middle East and Arab antisemitism (1100 AD), The Holocaust in Nazi Germany (1941 to 1945), Antisemitism in the Soviet Union, continued Arab-Israeli conflict since 1948, constant resettling of the Jewish people, what would you think would be the primary focus of psychology in Israel? Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post.

Unit 11 due 4/5/2019

Overview: Psychology in Australia

Assignments & Assessments for this Unit

Read:

Chapter 26 - Psychology in Australia 437

Complete Discussion: In the undergraduate study of psychology in Australia there is a focus on the science of psychology which "tends to put students off." If you were in Australia, would this make you not want to study psychology? Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Unit 12 due date 4/12/2019

Overview: Psychology in Indonesia

Assignments & Assessments for this Unit

Read: Chapter 27 - Psychology in Indonesia 453

Complete Discussion: Given the public misperception of psychology in Indonesia, what you recommend to clear up this misperception? You have unlimited money and unlimited authority to change licensing and the curriculum of psychology in universities. Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Unit 13 due date 4/19/2019

Overview: Psychology in the Philippines

Assignments & Assessments for this Unit

Read:

Chapter 28 - Psychology in the Philippines 467

Complete Discussion: What is your opinion of the attempt to indigenize Philippine psychology in 1975? Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Unit 14 due date 4/26/2019

Overview: Clinical neuropsychology in South Korea

Assignments & Assessments for this Unit

Complete Discussion: Table 1 shows Examples of neuropsychological tests used in South Korea. More than half of these tests come from the USA. What is your opinion of the development of the neuropsychology in South Korea? Did it stimulate the development neuropsychology in South Korea?

Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post. (There is no one correct answer.)

Read: may be found in PsycINFO and Doc sharing.

Kim, M., & Chey, J. (2016). Clinical neuropsychology in South Korea. *The Clinical Neuropsychologist*, 30(8), 1325-1334. doi:10.1080/13854046.2016.1212097

Unit 15 due date 5/3/2019

Overview: Psychology in South America

Assignments & Assessments for this Unit

Read:

Chapter 8 - Psychology in Argentina 129

Chapter 9 - Psychology in Brazil: the Road Behind and the Road Ahead 151

Chapter 10 Psychology in Colombia: Development and Current Status 169

Chapter 29 - International Psychology: a Synthesis 481

Complete Discussion: For each of the 3 countries (Argentina, Brazil & Colombia) identify one aspect of the practice of psychology which you believe is more advanced. Specify the country and the aspect. Be sure to state the reasons for your opinion. (There is not one correct answer.) Every Discussion must have 2 posts. One is your ideas; the other is a comment on another student's post.

Complete Unit 15 Quiz on 5/6/2019