

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Multicultural Minds in Communication
Course Code	:	PSY4028
Department	:	Psychology
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Introduction to Psychology (or equivalent)
Medium of Instruction	:	EMI
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

In a multicultural society and world, workplaces are increasingly composed of people from measurably different backgrounds, making the ability to communicate across cultural differences a vital skill. With this need in mind, this course will aim to increase students' cultural intelligence. Cultural intelligence is what allows people to successfully perceive and navigate cultural differences, whether they be sourced in national culture, gender, religion, socio-economic levels, or other background differences. This course will focus on developing a combination of *knowing* about cultural differences; being *aware* of that knowledge as individuals interact with others; being *motivated* to interact with people from different cultures; and being able to *modify their behavior* appropriately for the particular cultural situation. This course will introduce relevant theoretical knowledge as well as practice skills to increase students' success with interacting with people from other cultural backgrounds. With a particular focus on how psychology informs our ability to work in a diverse organization.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate a critical understanding of different theories of cultural competence and classic dimensions of cultural and other diversities;
- CILO₂ Demonstrate an increased ability to perceive potential cultural differences in interpersonal interactions;
- CILO₃ Demonstrate a thoughtful response to the question of under what circumstances acknowledging diversity is positive or negative; demonstrate the ability to differentiate between individual vs. group differences, and how to appropriately apply knowledge about group differences to individuals;
- CILO₄ Demonstrate knowledge of specific skills for communicating, negotiating conflict, and managing in a diverse workplace;
- CILO₅ Demonstrate an ability to work in a diverse team.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theories of Cultural Competence: Cultural Intelligence, Multicultural Personality,	CILO _{1,3,5}	Lecture, discussion, self-assessment, demonstrations

Tolerance for Ambiguity, Developmental Model of Intercultural Sensitivity		
Classic Dimensions of Diversity and their consequences: -Hofstede dimensions of national cultures: Power Distance, Uncertainty Avoidance, Individualism and Collectivism, Masculinity and Femininity, Long- Versus Short-Term Orientation -Other cultural backgrounds: religion, gender, socio-economic background -Direct and Indirect communication -Prevention / Promotion focus and its relation to criticism	CILO _{1,2,5}	Lecture, discussion, self-assessment, demonstrations, role-plays, practice activities
Why do we need Cultural Competence?: Colorblindness vs. Multiculturalism and their effects on minorities	CILO ₃₋₅	Lecture, class discussion, demonstrations
Appropriate application: Stereotyping vs. Sociotyping; The normal curve and comparison of between- vs. within-group differences; Prejudice	CILO _{2,3,5}	Lecture, small- and large-group discussion, demonstrations
Cross-cultural negotiation of conflict & Managing diversity in the workplace and classroom	CILO ₁₋₅	Lecture, discussion, demonstrations, practice activities, simulation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individually written, brief research paper (900 words, +/-10%) analyzing a cross-cultural communication or conflict situation. Students will apply research and ideas learned during the course to analyze cultural aspects of the given situation, seek to empathically address culturally different points of view, and propose methods of increasing productive dynamics.	30%	CILO ₁₋₅
b. Group presentation on selected course topics: Student groups (3-5 students per group) will give two, 10-minute videorecorded presentations	40%	CILO ₁₋₅

demonstrating real-life application of academic research articles related to the class meeting topic, through a critical incident role-play.		
c. Class Preparation, Class Participation, and Experiential Activities: Quality of individual participation in class discussions and experiential activities will be rated. To prepare for class discussion, students will also submit brief comments, questions, and/or responses to self-report surveys, etc. each week.	30%	CILO ₁₋₅

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Articles, readings, and books:*

Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335–371. <https://doi.org/10.1111/j.1740-8784.2007.00082.x>

Ang, S., Van Dyne, L., Rockstuhl, T., Gelfand, M. J., Chiu, C. Y., & Hong, Y. Y. (2015). Cultural intelligence. *Handbook of Advances in Culture and Psychology*, 5, 273–324.

Bennett, M. J. (2004). Becoming interculturally competent. In *Toward multiculturalism: A reader in multicultural education*. Intercultural Resource Corporation.

Boiger, M., De Deyne, S., & Mesquita, B. (2013). Emotions in “the world”: Cultural practices, products, and meanings of anger and shame in two individualist cultures. *Frontiers in Psychology*, 4, 867–867.

- Brett, J. M. (2014). *Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries* (Third edition.). Jossey-Bass.
- Brett, J. M., Behfar, K., & Kern, M. C. (2006). Managing multicultural teams. *Harvard Business Review*, November, 84–91.
- Brew, F. P., Tan, J., Booth, H., & Malik, I. (2011). The effects of cognitive appraisals of communication competence in conflict interactions: A study involving western and chinese cultures. *Journal of Cross-Cultural Psychology*, 42(5), 856–874. <https://doi.org/10.1177/0022022110381121>
- Briley, D. A., & Aaker, J. L. (2006). When does culture matter? Effects of personal knowledge on the correction of culture-based judgments. *Journal of Marketing Research*, 43(3), 395–408. <https://doi.org/10.1509/jmkr.43.3.395>
- Brug, P., & Verkuyten, M. (2007). Dealing with cultural diversity: The endorsement of societal models among ethnic minority and majority youth in the Netherlands. *Youth & Society*, 39(1), 112–131. <https://doi.org/10.1177/0044118X06297074>
- Buchtel, E. E. (2014). Cultural sensitivity or cultural stereotyping? Positive and negative effects of a cultural psychology class. *International Journal of Intercultural Relations*, 39, 40–52. <https://doi.org/10.1016/j.ijintrel.2013.09.003>
- Chen, G., Liu, C., & Tjosvold, D. (2005). Conflict management for effective top management teams and innovation in China. *Journal of Management Studies*, 42(2), 277–300.
- Fitzsimmons, S. R., Miska, C., & Stahl, G. K. (2011). Multicultural employees. *Organizational Dynamics*, 40(3), 199–206. <https://doi.org/10.1016/j.orgdyn.2011.04.007>
- Gocłowska, M. A., & Crisp, R. J. (2014). How dual-identity processes foster creativity. *Review of General Psychology*, 18(3), 216–236. <https://doi.org/10.1037/gpr0000008>
- Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S. P., & Ditto, P. H. (2013). Moral foundations theory: The pragmatic validity of moral pluralism. In P. Devine & A. Plant (Eds.), *Advances in Experimental Social Psychology* (Vol. 47, pp. 55–130). Academic Press. <https://doi.org/10.1016/B978-0-12-407236-7.00002-4>
- Lunasco, T. K., Goodwin, E. A., Ozanian, A. J., & Loflin, E. M. (2010). One Shot-One Kill: A culturally sensitive program for the warrior culture. *Military Medicine*, 175(7), 509–513.
- Matsumoto, D., & Hwang, H. C. (2013). Assessing cross-cultural competence: A review of available tests. *Journal of Cross-Cultural Psychology*, 44(6), 849–873. <https://doi.org/10.1177/0022022113492891>
- Meyer, E. (2014). Navigating the cultural minefield: Learn how to work more effectively with people from other countries. *Harvard Business Review*, 119–123.
- Molinsky, A. (2013). *Global dexterity: How to adapt your behavior across cultures*

without losing yourself in the process. Harvard Business Review Press.

Plaut, V. C., Thomas, K. M., & Goren, M. J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, 20(4), 444–446.

<https://doi.org/10.1111/j.1467-9280.2009.02318.x>

Storti, Craig. (1994). *Cross-cultural dialogues: 74 brief encounters with cultural difference.* Intercultural Press.

Thomas, D. C., Liao, Y., & Edward Elgar Publishing, publisher. (2023). *Handbook of Cultural Intelligence research.* Edward Elgar Publishing.

Todd, A. R., & Galinsky, A. D. (2012). The reciprocal link between multiculturalism and perspective-taking: How ideological and self-regulatory approaches to managing diversity reinforce each other. *Journal of Experimental Social Psychology*, 48(6), 1394–1398. <https://doi.org/10.1016/j.jesp.2012.07.007>

Wang, M. M. (2000). *Turning Bricks Into Jade: Critical Incidents for Mutual Understanding Among Chinese and Americans.* Intercultural Press.

Zou, L., & Cheryan, S. (2015). When whites' attempts to be multicultural backfire in intergroup interactions. *Social and Personality Psychology Compass*, 9(11), 581–592. <https://doi.org/10.1111/spc3.12203>

8. Related Web Resources

The International Association for Cross-Cultural Psychology (IACCP)'s *Online Readings in Psychology and Culture*: <http://scholarworks.gvsu.edu/orpc/>

APA Style section of Student Handbook:

https://www.eduhk.hk/re/student_handbook/text_en14.html

The Cultural Intelligence Center: <http://culturalq.com>

The Center for Leadership and Cultural Intelligence: <https://www.ntu.edu.sg/clci>

The Intercultural Library: <https://interculturallibrary.org/>

9. Related Journals

Journal of Cross-Cultural Psychology

Asian Journal of Social Psychology

International Journal of Intercultural Relations

Journal of Cognition and Culture

Journal of Gender Studies

Journal of Gender, Culture and Health

Feminism & Psychology

Culture and Psychology

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil