

FALL 2006

CROSS-CULTURAL RESEARCH AND DEVELOPMENT  
PSY 755.001

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OFFICE HOURS: Tu. & Thur., 2:45-3:30pm and by appointment

CLASS TIME: Wed. 3:00-5:45 in 220 Poe Hall

**COURSE OBJECTIVES:** By the end of this seminar, students should have increased knowledge and skills about how to work effectively in cross-cultural settings.

- a. an understanding of how problems are defined, modeled and analyzed in different cultural settings.
- b. knowledge of the strengths and weaknesses of a variety of research methods commonly used in cross-cultural settings.
- c. an understanding of measurement issues in cross-cultural research and development
- d. practice in formulation and testing of hypotheses using available datasets.
- e. knowledge about the various organizations that are active in the area of international development.
- d. knowledge about theoretical and practical considerations in the design, implementation and evaluation of a cross-cultural program of research or development.

**Selected Readings:** The course will cover a variety of topics and readings as indicated in the tentative schedule below. Readings not available in electronic format will be made available in the LRL, 400 Poe Hall.

**GRADING:** Plus/minus grading and evaluation criteria and weights are as follows:

1. Class participation = 40%

Students are expected to attend all classes and be prepared to participate in discussions about the assigned readings and raise additional issues relevant to the topic.

2. Written report = 50%; class presentation = 10%

Each student will prepare a written report on a topic of problem of his/her choice within the context of cross-cultural psychology. This is a chance to prepare a proposal, review literature and/or analyze secondary data on an issue that interests you. During the first four weeks of the semester, students should prepare a written prospectus on a topic of interest and consult with the Professor about how to proceed.

**Academic Integrity Policy:** The class will follow the specific definitions of inappropriate behavior and possible sanctions as specified in the NCSU Code of Student Conduct

**Email:** This course will use the email accounts provided for each student by NCSU to communicate about schedule changes or other class announcements. If you use an email address different from the one provided by NCSU, you should make arrangements to have your NCSU email automatically forwarded to your preferred address. You should check your email account frequently.

Source material for the course includes the following:

**Books:**

Sachs, Jeffrey D. (2005) *The End of Poverty: Economic Possibilities for Our Time*.

On-line readings in psychology and culture: <http://www.ac.wvu.edu/~culture/introduction.htm>

Valadez, Joseph & Michael Bamberger (1994). *Monitoring and Evaluating Social Programs in Developing Countries: A Handbook for Policymakers, Managers, and Researchers*. Economic Development Institute of the World Bank. Washington, D.C.

**Journals:**

*Journal of Cross-Cultural Psychology*

*International Journal of Psychology*

*Cross-Cultural Psychology Bulletin*

*Psychology and Developing Societies*

APA, Division 52 - Division of International Psychology

*Handbook of Cross-Cultural Psychology*

*World Development*

*The World Bank Research and Observer*

*The World Bank Economic Review*

*Journal of Development Studies*

*Journal of Human Resources*

*International Journals: (full text available through NCSU Library E-Journal portal)*

*International Business Review*

*International Business*

*International Journal of Consumer Studies*

*International Journal of Customer Relationship Management*

*International Journal of E-Business Strategy Management*

*International Journal of Inter-Cultural Relations*

*International Journal of Manpower*

*International Journal of Market Research*

*International Journal of New Product development and Innovation Management*

*International Journal of Non-Profit and Voluntary Sector Marketing*

*International Journal of Research in Marketing*

*International Journal of Social Economics*

*International Labour Review*

*International Market Insight Reports*

*International Marketing Review*

*International Planning Studies*

*Journal of Third World Studies*

**Web Sites:**

participatory development [http://www.usaid.gov/about/part\\_devel/](http://www.usaid.gov/about/part_devel/)

The International Association for Cross-Cultural Psychology (IACCP),

<http://www.fit.edu/CampusLife/clubs-org/iaccp/index.html>

World Development Reports (World Bank) <http://www.worldbank.org/>

Human Development Report (UNDP) <http://www.undp.org>

United Nations <http://www.un.org/>

U.S. Agency for International Development (USAID) <http://search.info.usaid.gov/>

## TENTATIVE SCHEDULE OF TOPICS AND READINGS:

**Aug 23** Introduction to course

**Aug 30** Overview of the field of cross-cultural psychology and international development

Lonner, Walter (2000) On the growth and continuing importance of cross-cultural psychology.

[http://www.psichi.org/content/publications/eye/volume/vol\\_4/4\\_3/lonner.asp](http://www.psichi.org/content/publications/eye/volume/vol_4/4_3/lonner.asp)

Segal, Lonner & Berry (1998) Cross-cultural psychology as a scholarly discipline. *American Psychologist* [email attachment]

Bring an article and favorite web links

**Sept 6** Conceptual frameworks for cultural studies

Hermans & Dempen (October, 1998) Moving cultures... *American Psychologist*, Email

Lonner, et.al. On-line readings in psychology and culture. <http://www.ac.wvu.edu/~culture/introduction.htm>

Lehman (2004) Psychology and culture. *Annual Review of Psychology*. <http://psych.annualreviews.org>

Greenfield (2003) Cultural pathways..., *Annual Review of Psychology*. <http://psych.annualreviews.org>

Diener (2003) Personality, culture and subjective well-being. *Annual Review of Psychology*.

Cooper & Denner (1998) Theories linking culture and psychology: Universal and Community-Specific Processes. *Annual Review of Psychology*. 49:559-84. <http://psych.annualreviews.org> **49**, p. 559

Triandis & Suh (2002) Cultural Influences on Personality, <http://psych.annualreviews.org> 53, p133.

Smith & Crano (1977) Cultural dimensions reconsidered... *American Anthropologist*. E-Reserves

Smith, Frank J. & Crano, W.D. (1977). Patterns of cultural diffusion: Analyses of trait associations across societies by content and geographical proximity. *Behavior Science Research*. 12:3, 145-167. [E-Reserves]

**Sept 13** Global Context for Research and Development (with focus on extreme poverty)

Sachs, Chapters 1-4

**Sept 20** Case Studies of Country-Level Interventions to Alleviate Extreme Poverty

Sachs, Chapters 5-10

**Sept 27** International Institutions and their mobilization to achieve the UN Millennium Development Goals

Sachs, Chapters 11-18

**Oct 4** Design and implementation of cross-cultural research

Dennis, M. & Boruch, R.R. (1989). Randomized experiments for planning and testing projects in developing countries. *Evaluation Review*, 13,3, 292-309. [E-Reserves #21]

participatory development [http://www.usaid.gov/about/part\\_devel/](http://www.usaid.gov/about/part_devel/)

Rhoades, Robert E. (1982). The art of the informal agricultural survey. [E-Reserves]

Lonner, W. and Berry, John W. (Eds.) 1986. *Field methods in cross-cultural research*.

Chambers, Robert et al (1989) *Farmer first: farmer innovation and agricultural research*.

Consider the threshold conditions as applied to your thesis or capstone paper... What are the implications for future cross-cultural research methods?

**Oct 11            Community-level interventions for research and development**

**Oct 18            Accountability, Impact Assessment**

ADB Logical Framework - See E-Reserves for PSY751, item #30

IAF - See [http://www.iaf.gov/grants/grassroots\\_dev\\_framework\\_text\\_en.asp?grass=1](http://www.iaf.gov/grants/grassroots_dev_framework_text_en.asp?grass=1) Under- What is the Grassroots Development Framework. Click- How does it work? What are the GDF indicators? How to measure grant results?

USAID Evaluation and Assessment -- See <http://www.dec.org/partners/evalweb/>  
International Institute for Sustainable Development, see --  
[http://www.iisd.org/measure/principles/bp\\_full.asp](http://www.iisd.org/measure/principles/bp_full.asp)

**Oct 25            Poverty and international development strategy**

Rethinking development policy. <http://www.soros.org/gsbio/writings.htm>

Squire, Lyn (1993) Fighting poverty. [E-Reserves]

Javan, Jafar (1999) National Poverty Alleviation Strategy in Iran. UNDP , LRL 400 Poe

Grootaert, C. et al (1991). The social dimensions of adjustment priority survey. LRL 400 Poe

Duncan, Alex (1986). Aid effectiveness in raising adaptive capacity... LRL, 400 Poe

Adelman, Irma (1986). A poverty-focused approach to development policy. LRL 400 Poe

Shumacher (1973). *Small is beautiful*.

Schultz, Theodore W. *The economics of being poor*.

McKnight, John Professionalized service and disabling help. [LRL 400 Poe]

Hancock, Graham (1989). *Lords of Poverty*. [E-Reserves]

The Economist (May 7, 1994) Why aid is an empty promise. [E-Reserves]

**Nov 1            Education as an investment in development: evaluating processes and outcomes in basic, secondary, post-secondary education.**

Bhandari, Rajika & F. Smith (1997) Rural women in India: Assessment of educational constraints and the need for new educational approaches. *Journal of Research in Rural Education*. 13,6 183-196. [E-Reserves]

Psacharopoulos, G. and Woodhall, M. *Education for development: An analysis of investment choices*. Chapters 4-7. 1985. LRL 400 Poe

Wagner, Daniel A. (1986). Child development research and the third world. *American Psychologist*. 41,3, 298-301. [E-Reserves]

Harrison, McKay, et.al. (1978). Improving cognitive ability in chronically deprived children. *Science*. 200:21, 270-278. [E-Reserves]

Bhandari, R. & Smith, F. (2000) Education and food consumption behavior in China: Household analysis and policy implication. *Journal of Nutrition Education*. 32,(4), 214-224. [E-Reserves]

Smith & Fearn (1991). LRL 400 Poe

**Nov 8            Research and transfer of technology**

Rogers, Everett M. & Shoemaker, F.F. (1971). *Communication of innovations*. LRL 400 Poe

Sturm & Smith (1993) Bolivian farmers and alternative crops... [E-Reserves]

**Nov 15**      **Organizational and management issues: information systems, decision-support systems, incentives, formal and informal systems, participation.**

Bond & Smith (1996) *Cross-cultural social and organizational psychology.*

<http://psych.annualreviews.org>      Vol 47, Page 205

Sullivan & Transue (1999) *The psychological underpinnings of democracy.*

<http://psych.annualreviews.org>      Vol 50, Page 625

Jeremy Main (1989) *How to make poor countries rich.* [E-Reserves]

DeSoto, Hernando (1989). *The Other Path.* [E-Reserves]

**Nov 22**      **THANKSGIVING BREAK**

**Nov 29**      **Consultations on final papers**

**Dec 6**      **Final Reports (WRITTEN REPORT DUE)**

## **Outline for Papers**

1. Introduce the topic or problem, including an explanation of the importance of the topic and its cross-cultural context.
2. Review relevant literature
3. State objectives and research questions
4. Propose methods
5. Include a table
6. Include a figure

Plan to make your presentation in 15 minutes. We will have a few additional minutes for questions and responses. Use overheads or power point to make your presentation.

**PSY 755, Starter List of Possible Topics for Class Papers—You will need to focus and adapt the topic to fit the cultural and site characteristics**

Comparative analysis of basic psychological processes across cultures  
Workforce development in cultural context  
Adaptation and use of new technology in a different cultural context  
Management of social and organizational adjustments across cultures  
Causes and effects of changing labor market conditions  
Post-conflict social reintegration and recovery  
Reintegration/repatriation of refugees and demobilized forces  
Poverty  
Inequalities in resource allocation or access to services  
Cross-cultural technical and vocational training  
Institutional capacity building  
Special populations (e.g. refugees, transmigrants and indigenous populations)  
Basic education  
Evaluation of education policies and programs  
Public and private sector cooperation  
Health promotion and/or disease control  
Nutrition and development  
Family planning and population growth  
Attitudes, beliefs and/or values in cultural context  
Valuation of nonmarket goods (e.g. safe streets, clean air)  
Problems and externalities in cross-cultural program planning and evaluation  
Reliability and validity issues in cross-cultural research  
Appropriate sampling schemes for cross-cultural studies  
Participatory research and development  
Environmental education  
Rural Development  
Low-input approaches to development  
Innovation and social change  
Appropriate technology  
Volunteer service programming  
Foreign aid  
Humanitarian disaster relief  
Urban Development  
Community-based organizations  
Alternatives to unplanned urbanization  
Social services design and delivery  
Crime  
Corruption

For any of the above topics or other topic you may choose, identify the major issues revealed in the literature and the progress made to understand and resolve them. Be sure to consult with me about the topic chosen and the guiding strategy or premise of the paper. The following time schedule is suggested: Select your topic by Sept. 18; submit an annotated outline of the paper by October 2; submit a draft of paper October 31; submit final paper on or before December 4.

### **Generic Outline For Your Written Report**

[Obviously, you will need to adjust this outline to fit the particulars of your subject. Please feel free to consult with me about any questions or problems you encounter as you develop the paper.]

**Section 1, Describe the Problem Topic:** This section makes a brief statement about why the topic is important and what is the focus and objective of the paper. The problem statement should try to provide some references that estimate the magnitude of the problem under consideration (How many people are effected? What are the trends?). Historical background to the problem is usually important in planning contemporary actions or evaluations (draw from the historical lessons in order to design improved applied research). 1-2 pages

**Section 2, Theoretical Foundations:** Alternative theoretical models will influence the ways in which a particular problem is conceptualized and handled. Describe and justify your theoretical approach. 1-2 pages

**Section 3, The Environment or Setting:** The environmental and social context is important in field research. Describe features of the cultural context that need to be taken into account in planning, implementing and evaluation. Also consider more broadly the prevailing social environment (norms and public attitudes) and how they effect the problem. 1-2 pages

**Section 4, Cross-cultural Intervention:** Describe the kind of actions or programs proposed and their rationale in the context of the social problem. For example, possible forms of intervention include prevention education, early intervention, treatment, rehabilitation, and organizational or policy change. 2-3 pages

**Section 5, Design and Methodological Issues:** Formulate one or a congruent set of research questions. Define key concepts implicit in the research questions. What indicator variables can be used to represent the key concepts? Describe any relevant instruments or techniques for measurement. How would you obtain a representative sample of the target population? How are program goals and outcome criteria specified? How can the effects of intervention be evaluated and interpreted? Intervention with individuals is likely to affect also the social networks to which they belong; interventions with groups and with organizations should also have an impact on individual members. What are the long-term indicators of sustainability. 2-3 pages

**Section 6, Problems of Ethics and Confidentiality:** Describe how ethical principles including regard for privacy and cultural sensitivities will be safeguarded. 1 paragraph - 1 page

**Section 7, Implications for the Future:** Draw conclusions based on careful analysis about the future of the problem and its implications. What are the prospects for further improvement, stabilization, or deterioration? On what basis (assumptions or conditions) do you make these predictions? Conclusions or recommendations as appropriate (don't go beyond your data or experience) 1-2 pages

**Section 8, Bibliography, Figures and Tables:** Include all appropriate references. References should be drawn from reputable sources including prior program reports. Include at least one table and one figure to complement your narrative presentation.