PROFESSOR: Frank J. Smith
OFFICE: 714A Poe Hall
Email: fjsmith@ncsu.edu
PHONE: 515-1723
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:
On-line readings in psychology and culture: http://www.ac.wvu.edu/~culture/introduction.htm

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 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/
The International Association for Cross-Cultural Psychology (IACCP),
http://www.fit.edu/CampusLife/clubs-org/iaccp/index.html
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
[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
Cooper & Denner (1998) Theories linking culture and psychology: Universal and Community-Specific
Smith & Crano (1977) Cultural dimensions reconsidered... American Anthropologist. E-Reserves
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/
Rhoades, Robert E. (1982). The art of the informal agricultural survey. [E-Reserves]
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 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

Oct 25  Poverty and international development strategy
Squire, Lyn (1993) Fighting poverty. [E-Reserves]
Javan, Jafar (1999) National Poverty Alleviation Strategy in Iran. UNDP, 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
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.

Nov 8  Research and transfer of technology
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.
http://psych.annualreviews.org Vol 47, Page 205
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.