

CULTURE AND PSYCHOLOGY
Psychology 352 WINTER 2013
TTh 1:00-2:20 PM, PAS 2083
PAS2083

Instructor: Dr. Igor Grossmann

Office: PAS 3047

Office Hours: Wed 2-4PM or by appointment. Please contact me if this time does not fit with your schedule; I'm sure we can find a time to meet.

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*The best way to reach me is via email. You are welcome to try me by phone as well, but you will generally get a faster response by email. For any requests or questions regarding exam absences, please email both the teaching assistants and me.

Course Description

This course will explore how culture influences behavior, thought, and emotions. To what extent are our identities and ways of thinking and behaving products of our cultural environments? How do conceptions of morality and gender and proper forms of social relations differ across cultures? How do cultures change and evolve? Are the world's cultures fated to become more similar or more different? How can we best study culture and the ways we are socialized to become one kind of person or another? The course will deal with some traditional ethnographies of various cultures but primarily it deals with laboratory and survey and archival evidence. In addition to traditional comparisons between North America and East Asia, the course will put an emphasis on exploring how aspects of culture (e.g., social class, religion, political group affiliation) influences our cognitive and emotional processes.

Course Aims

By the end of this course, you should be able to : (1) be competent consumers of cultural psychological research, able to evaluate empirical articles as well as media messages about research findings; (2) have an insight into how to conduct your own cultural psychological project; (3) identify and predict variations in human thoughts, feelings, motivations, and behaviors across cultural groups.

Required Text

Heine, S. (2012). *Cultural Psychology*. (2nd edition). New York: W. W. Norton.
Additional articles will be distributed via links or PDF files.

Course Website

It is your responsibility to check the course site on *Learn* regularly. Important announcements, journal articles, and lecture slides will be posted there. Full lecture slides will be posted *1 h before* each lecture, and will be password protected.

Course Assessment

Please note: Lectures will draw from, but go beyond, material that is presented in the textbook and required readings. Attendance at lectures is expected and will help you in your ability to integrate course material. If you miss a lecture, it is your responsibility to get notes from a classmate.

Weighting for Course Grades

Exams	60%
Applying Cultural Psychological Principles Portfolio	20%
Ethnographic Interview + Paper	20%
Experiential Learning: Research Experience	up to 4% bonus

Late assignments will be docked 5% each day.

Exams (60%)

Three in-class exams (20% each) will be given over the course of the semester. Each exam will cover approximately one-third of the course material. These exams will draw from both lecture and readings and will be composed of multiple-choice and short essay questions. They will not be cumulative.

There will also be an optional final exam during the university-scheduled final exam period in April. The optional final can be used in place of the lowest scoring exam during the semester. The optional final will be cumulative and longer than the in-class exams, but will have a similar format (multiple-choice and essay questions). Please note that you may not know your grade for Exam 3 when you have to make the decision about taking the final. The final will be held at the university-scheduled exam time; if it falls at the beginning of the final-exam period, it is unlikely that we will have completed grading for Exam 3.

Attendance at exams is mandatory; accommodations will be arranged only for documented emergencies. If you miss one in-class exam, you are required to take the final exam. In other words, if you miss one in-class exam due to illness or other emergency, the final exam

automatically takes the place of that exam score. In this situation, you cannot drop the other two in-class exams.

In the very rare circumstances in which a student might miss two exams due to documented emergencies, you will be required to make-up the second missed exam *and* take the final exam.

In the case of an illness or emergency that affects exam attendance, it is your responsibility to inform the instructor and teaching assistants of your illness by the exam date and provide documentation in a timely manner. Consistent with UW policy on missed assessments and assignments, if there is undue delay or insufficient documentation, the instructor reserves the right to refuse an extension or makeup. The timing of the makeup exam is at the discretion of the instructor.

Ethnographic interview paper (20%):

For the ethnographic interview you will be asked to interview a person who is culturally different from you (e.g., age, race/ethnic background, socioeconomic and/or occupational status, etc.), using guidelines posted on LEARN. You will prepare a set of questions prior to meeting with your interviewee, focusing on one or two aspects of culture discussed in class, for example, social class, religion, etc. During the interview, you will keep notes, which will be handed in. Based on your interview, you will identify a cultural difference or a potential cultural difference you are curious about and briefly propose a way to study this difference. You will write a 3 page paper (double-spaced, 12 pt font, 1 inch margins) in which you will reflect on your interviewing experience, and your research ideas based on the interview. More information about the ethnographic interview and content of the paper will be provided in class. The appropriate mandatory style for papers is described in the Publication Manual of the American Psychological Association, 6th edition. Both your notes and the paper are due *February 26th*.

Applying Cultural Psychological Principles Portfolio (20%)

The portfolio provides an opportunity for you to actively and creatively reflect on and synthesize course material. It has two components. Rubrics for each component will be provided later in the course.

The first component of the portfolio, *Cultural Psychology in Action*, (10%) provides an opportunity for you to creatively apply what you are learning in this course to what you encounter out in the world. **IT IS DUE MARCH 7, 2013 ON LEARN.**

For your Cultural Psychology in Action section of your portfolio you can choose one of these directions:

A) Select four real-life examples of phenomena that you have learned about in this course. At least three of these examples must come from the media (TV, newspapers, magazines,

internet) and one may come from your own life (it is also okay if all four come from the media). Each example must illustrate a different phenomenon. Provide the full APA style citation of the source (or description of personal event) and a brief write-up that includes a description of the phenomenon and how your example illustrates it.

B) Select one social issue (e.g., intergroup tensions; cross-cultural business projects; adjustment of working-class students in a middle class academia) and design a strategy to address this issue, building on insights from this cultural psychological class. Your proposed study description should include clear articulation of how it advances the social issue, including the mechanisms through which cultural psychological concepts you select can address this issue.

Options A and B of the Action section will be 2 typed paged, double-spaced, 12 pt font, 1 inch margins + references. Your paper should follow APA 6th edition formatting and citation/reference guidelines. For print media examples, your portfolio must include hard copies of the relevant newspaper, magazine, or internet articles. Other media examples (e.g., movies, television shows) must include complete information about the source and specific reference to the relevant scene(s). When possible, include links to video content available online.

C) *Wikipedia entry.* Identify a set of topics to improve, check the references, the theory and suggest additions/modifications to the existing entry. The assignment will teach critical thinking, as well as editing and peer reviewing Wikipedia entries. By the end of this assignment, you would have contributed to the largest encyclopedia in the world!

Please, notify the TAs/Instructor by the end of January if you prefer the wikipedia assignment. This way, we can do a headcount, and customize the assignment to your interests and needs.

For the second component of the portfolio (10%), you will complete a Research Proposal.

Select a topic that we will cover this term (e.g., morality, emotion, self-concept, mental health), find at least one recent (2009 onwards) empirical paper that is relevant to the issue, and propose a new study that advances the exploration of the issue in some interesting way. Your proposal should be no more than 4 pages (double-spaced, 12 pt font, 1 inch margins + references). You should spend no more than 2 pages summarizing the general question and the target paper. The remainder of your paper will describe your proposed study. Your proposed study description should include clear articulation of how it advances current knowledge, identification of your independent and dependent variables, description of your methods, and predicted results. Your paper should follow APA 6th edition formatting and citation/reference guidelines.

I strongly recommend that you begin working on the portfolio early in the term, as it will provide a way for you to be actively reflecting on course material as we are discussing it in class. The completed portfolio is due March 28 by the beginning of class on LEARN. No late assignments will be accepted. Portfolios not turned in on time will receive a grade of 0.

Experiential Learning: Research Experience (up to 4% bonus points)

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn up to 4% of additional bonus points through research experience.

The two options for earning research experience credit (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation is worth 0.5 participation credits (grade percentage points) for each half-hour of participation. Researchers will record student's participation and will report the total credits earned by each student at the end of the term to the course instructor.

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. It is VERY IMPORTANT that you get an early start on your studies. For detailed instructions on when and how access your SONA account and for a list of important dates and deadlines please, as soon as possible, click on:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.

More information about the REG program is available at:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted by April 2 at the beginning of class. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed.
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Academic Integrity

An effective learning environment is one in which we can openly engage in dialogue and trust one another in our academic exploration. Such an environment requires a firm foundation of academic integrity. I think it matters, I take it seriously, and I expect that you will also. In keeping with the University of Waterloo's policies and principles, you are expected to promote honesty, trust, fairness, respect, and responsibility in this course. No plagiarism or cheating will be tolerated.

Please see the following sites for more information about the university's policies regarding academic integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more information.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm), <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm), Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm), <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Special Needs

I strongly support all of the university policies for accommodating students with physical or learning disabilities. The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations, please register with the OPD at the beginning of each academic term. Please provide me with necessary documentation as soon as possible.

Schedule

Date	Topic	Readings
Jan 8	Introduction	Chapter 1
Jan 10	Culture and human nature	Chapter 1+Chapter 2
Jan 15	Cultural stability and change	Putnam (2001); Twenge et al., (2008); Rosenbloom (2008)
Jan 17	Cultural evolution	Chapter 3
Jan 22	Methods in Cultural Psychology	Chapter 4
Jan 24	Development and socialization	Chapter 5
Jan 29	Self and personality	Chapter 6
Jan 31	Motivation	Chapter 7
Feb 05	EXAM #1	
Feb 07	Mental habits	Chapter 8
Feb 12	Cognition + Intelligence	Chapter 8 + Sternberg (2007)
Feb 14	Language and Emotion	Chapter 14
Feb 19	NO CLASS - Reading Week	
Feb 21	NO CLASS - Reading Week	
Feb 26	Mental health, <i>Ethnography Due</i>	Chapter 12
Feb 28	Interpersonal attractions & close relations	Chapter 9
Mar 5	Groups	Chapter 9 + Gelfand et al. (2011)
Mar 7	Review for Exam 2, <i>First Part of the Portfolio Due</i>	
Mar 12	EXAM #2	
Mar 14	Physical health	Chapter 11
Mar 19	Multicultural world	Chapter 10
Mar 21	Within-cultural variations	Cohen (2009) + Nisbett & Cohen (1996; Ch. 1)
Mar 26	Social class	Nisbett & Cohen (1996; Ch. 2-3); Kraus, Piff, & Keltner (2011)
Mar 28	Morality and religion, <i>Portfolio Due</i>	Chapter 13
Apr 2	EXAM #3	
Apr 4	Final review and the wrap-up	

Final Exam to be scheduled during university exam period.

Note: Although this syllabus outlines the general structure for lecture topics and readings, it is subject to change. The most updated information will be on the course site on *Learn*. It is your responsibility to check the site for assigned readings, etc.