

## Culture and Psychology (PSYCH 352) Fall 2013

**Instructor:** Dr. Emiko Yoshida

Email address: eyoshida@uwaterloo.ca

Office: PAS 4038

Office Hours: Thursdays 2:30-3:30

Individual assistance is always available by appointment. I look forward to seeing you during my office hours.

**TAs:**

Amy Yeung (awyeyung@uwaterloo.ca)

Alvina Ng (alvinawkn@gmail.com)

Office: PAS 3240G

Office: TBA

Office Hours: Wednesdays, 2:30-3:30

Office Hours: TBA

**Class Times and Location:**

Mondays & Wednesdays 4:30-5:50, DWE 3522

Those who have taken Psych 222R prior to Fall 2013 (Cross-Cultural Psychology) or are taking Psych 349R Fall 2013 (Cross-Cultural Psychology) may not take Psych 352 Fall 2013 (Culture and Psychology)

**Course Overview and Objectives:**

This course will explore how culture influences human thought and social behaviour, and how our own experiences and perceptions may differ from those of persons from other cultures. We will also examine closely what is known about cultural variations in social psychological functioning, and the extent to which our identities, ways of thinking, and social behaviours are products of our cultural environments. Special emphasis will be given to questions of how some cultural patterns get established, and how they are maintained once they are established. Topics may include aggression, individualism and collectivism, perspectives on the self, and methodological concerns. Upon successful completion of the course, the student should be able to perform the following tasks based on the course learning objectives:

- To introduce the field of cultural psychology and to examine the concepts and processes necessary for cross-cultural research.
- To help students think about their own values, have an appreciation for the diversity of cultures, and take better perspectives of other people.
- To read and analyze published literature in the field of cultural psychology
- To stimulate critical thinking and analytic skills.

**Text:**

1. Lonner, W.J., Dinnel, D.L., Hayes, S.A., & Sattler, D.N. (2002-2009). *Online Readings in Psychology and Culture*, Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington, USA. <http://scholarworks.gvsu.edu/orpc/contents.html>

2. Courseware Reader available at UW bookstore.

3. Journal articles

## Course Requirements:

### 1) Tests (3 tests, each worth 25%, total 75%):

You will take three midterm tests during the semester. The tests will cover material presented in lectures and the weekly readings. Midterm tests are not cumulative. **There will be no final exam in this course.**

### 2) Application paper (Deadline: November 13<sup>th</sup> Wednesday, 21%):

For this assignment, you will apply theories or concepts in cultural psychology to an example from the media or your experience. You are not allowed to use the same examples that were presented in class or in the readings. Scan and attach the original material (e.g., magazine, advertisements, news stories etc...) to your paper or provide enough background information for the example. **Submit the paper to the electronic drop box on D2L before class.** Please follow the guidelines on this assignment posted on the website (e.g., use of primary sources). Late submissions will be dealt on a case by case basis. In cases of severe illness or extreme circumstances, the student must contact the instructor as soon as possible.

### 3) Experiential Learning: Research Experience 4%

## Evaluations:

3 Tests (25% each):	75%
Application Paper (Due date: November 13 <sup>th</sup> Wed)	21%
Experiential Learning: Research Experience	4%

		Topic	Required readings
Week 1	September 9 <sup>th</sup> (Mon)	Overview	Recommended article: How to Read a Journal Article in Social Psychology <a href="http://arts.uwaterloo.ca/~sspencer/psych253/readart.html">http://arts.uwaterloo.ca/~sspencer/psych253/readart.html</a>
	September 11 <sup>th</sup> (Wed)	Introduction I	1. Online reading: Unite 2, Subunit 2.2: Triandis, H. C. (2002). Subjective culture 2. Triandis, H.C. & Suh, E. M. (2002). Cultural influences on personality. <i>Annual Review of Psychology</i> , 53(1), 133-160. <b>*Read pp. 137-147</b>
Week 2	September 16 <sup>th</sup> (Mon)	Introduction II	3. Gelfand, M. J. (2012). Culture's constraints: International differences in the strength of social norms. <i>Current directions in psychological science</i> , 21(6) 420-424. 4. Rosenblatt, A., Greenberg, J., Solomon, S., Pyszczynski, T., & Lyon, D. (1989). Evidence for terror management theory: I. The effects of mortality salience on reactions to those who violate or uphold cultural values. <i>Journal of Personality and Social Psychology</i> , 57(4), 681-690.
	September 18 <sup>th</sup> (Wed)	Culture and Health I	1. Courseware (pp. 15 - 28): Shiraev & Levy (2000). Psychological disorders.
	September 23 <sup>rd</sup> (Mon)	Culture and Health II	2. Ma-Kellams, Blascovich, J., McCall, C. (2012). Culture and the body: East-West differences in visceral perception. <i>Journal of Personality and Social Psychology</i> , 102(4), 718-728.
Week 3	September 25 <sup>th</sup> (Wed)	Culture and Personality	Online reading: Unit 4, Subunit 4.4: McCrae, R. R. (2002). Cross-cultural research on the five-factor model of personality
	September 30 <sup>th</sup> (Mon)	Research Methodology	Online reading: Unit 2, Subunit 2.2: He, J., & van de Vijver, F. (2012). Bias and equivalence in cross-cultural research
Week 4	October 2 <sup>nd</sup> (Wed)	<b>Test # 1</b>	
Week 5	October 7 <sup>th</sup> (Mon)	Culture and Human Development I	Courseware (pp. 1 - 14): Matsumoto & Juang (2013). Enculturation; Culture and developmental processes
	October 9 <sup>th</sup> (Wed)	Culture and Human Development II	
Week 6	October 14 <sup>th</sup> (Mon)	Thanksgiving holiday	
	October 16 <sup>th</sup> (Wed)	Ethnocentrism, Stereotypes and Prejudice I	1. Online reading: Unit 5, Subunit 5.1: Segall S. H. (2002). <u>Why is there still racism if there is no such thing as "race"?</u> 2. Online reading: Unit 5, Subunit 5.1: Khan, S. R., Benda, T., & Stagnaro, M. N. (2012). Stereotyping from the perspective of perceives and targets
Week 7	October 21 <sup>st</sup> (Mon)	Ethnocentrism, Stereotypes and Prejudice II	3. Kay, A. C., Day, M. V., Zanna, M. P., & Nussbaum, A. D. (2013). The insidious (and ironic) effects of positive stereotypes. <i>Journal of Experimental Social Psychology</i> , 49(2), 287-291.

	October 23 <sup>rd</sup> (Wed)	Culture and the workplace	Courseware (pp. 45 - 60): Brislin, R. (2000). Culture's effects on the work world
Week 8	October 28 <sup>th</sup> (Mon)	Culture and the Self-Concept I	Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. <i>Psychological review</i> , 98, 224-253
	October 30 <sup>th</sup> (Wed)	Culture and the Self-Concept II	
Week 9	November 4 <sup>th</sup> (Mon)	<b>Test # 2</b>	
	November 6 <sup>th</sup> (Wed)	Culture and Emotion I	1. Courseware (pp. 29 - 44): Heine, S. J. (2008). Emotions
Week 10	November 11 <sup>th</sup> (Mon)	Culture and Emotion II	2. Lam, K. C. H., Buehler, R., McFarland, C., Ross, M., & Cheung, I. (2005). Cultural differences in affective forecasting: The role of focalism. <i>Personality and Social Psychology Bulletin</i> , 31(9), 1296-1309.
	November 13 <sup>th</sup> (Wed)	Culture and Cognition I	<b>Application paper due</b>
Week 11	November 18 <sup>th</sup> (Mon)	Culture and Cognition II	Nisbett, R. E., Peng, K, Choi, & Incheol, N. A. (2001). Culture and systems of thought: Holistic versus analytic cognition. <i>Psychological Review</i> , 108(2) 291-310.
	November 20 <sup>th</sup> (Wed)	Culture and Interpersonal Relationships	1. Anderson, Adams, & Plaut (2008). The cultural grounding of personal relationship: The importance of attractiveness in everyday life. <i>Journal of Personality and Social Psychology</i> , 95(2), 352-368.
Week 12	November 25 <sup>th</sup> (Mon)		2. Iyengar, S. S., Lepper, M. R., & Ross, L. (1999). Independence from whom? Interdependence with whom? Cultural perspectives on ingroups versus outgroups. In D. Miller & D. Prentice (Eds.), <i>Cultural divides: Understanding and overcoming group conflict</i> (pp. 273-301). New York: Sage. <a href="http://academiccommons.columbia.edu/catalog/ac:125011">http://academiccommons.columbia.edu/catalog/ac:125011</a>
	November 27 <sup>th</sup> (Wed)	Culture and Language	1. Online reading: Unite 4, Subunit 4.2: Altarriba, J. (2002). Bilingualism: Language, memory, and applied issues. 2. Online reading: Unite 4, Subunit 4.2: Chiu, C. (2011). Language and Culture.
Week 13	December 2 <sup>nd</sup> (Mon)	<b>Test # 3</b>	

## Research Experience Marks Information and Guidelines

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 their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%). **However there are some restrictions on the types of studies that are eligible for credit in this course. Be sure to review the guidelines referred to later in this document.**

The two options for earning research experience grades (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 in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

#### *How to participate?*

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. You must get started early in the term.

[INSTRUCTIONS/DATES/DEADLINES: How to log in to Sona and sign up for studies](#)

\*\*\* 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 in general is available at:  
[REG Participants' Homepage](#)

### **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 before the [last day of lectures](#). 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.

**Cross-listed course:**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Academic Integrity:**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, 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.

**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, Section 4.

**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.

**Other sources of information for students:**

Academic Integrity website (Arts) Academic Integrity Office (uWaterloo)

**Accommodation for Students with Disabilities:**

**Note for students with disabilities:** The AccessAbility Services office, 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 to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.