



OTRP *online*

office of teaching resources in PSYCHOLOGY

**PSYC394: Cultural Psychology
Spring 2012
University of Delaware Department of Psychology**

Dr. Beth Morling

Phone 831-8377 (much better to send email)

Office hours in Wolf 217:

Class meets TR 12:30 to 1:45 in Memorial 123

email: morling@udel.edu

TA: Min Lee, jmlee@udel.edu

Course goals for Cultural Psychology involve both content and process. In terms of *content*, this course will introduce you to the perspective and methodology of cultural psychology, which focuses on the cultural constitution of psychological phenomena. In this course we will be alternating between rather abstract discussions (of culture, evolution, and psychology) and more concrete examples of human cultural variation. Our discussions will revolve around a number of themes. By the end of the course you will be able to articulate answers to some of these questions: What do cultural psychologists believe about the roles of ecology, biology, culture, and psyche? How is the self made meaningful in different world cultures? To what extent are psychological phenomena such as self-esteem, cognition, mental health, and social cognition universal? How do we apply lessons from cultural psychology, largely based on research between cultures, to the dynamics of multiculturalism within the United States?

In terms of *process*, I plan to give you practice in three critical thinking goals. First, this course will help you recognize and challenge your assumptions about “human nature,” the “person,” and what is “natural.” Second, this course will teach you to think like a cultural psychologist as you interact with the modern world. You will get practice in applying cultural theories, perspectives, and empirical reasoning as you react to the world of information. Third, because this is a psychology course, we will devote some time to the empirical methods behind the content—how we know what we know.

What to read:

Heine, S. J. (2012). *Cultural psychology* (2nd Edition). New York: Norton.

Several **primary-source** readings are also required. You are required to print these readings and bring them to class. You can print them individually from Sakai (they are posted under “Resources.”).

Requirements:

- We will have reading **quizzes** to encourage you to do the reading carefully and on time. Please bring a pack of 3x5 cards on which to write your answers. In class, I will be leading discussion and activities that will help you work with challenging aspects of the day’s reading assignments. The quizzes will assess your outside reading, which is the main venue for you to master the basic content goals for the course.
- In many classes we will do **low-stakes writing** or small **active learning activities** which will be graded as “satisfactory” or “unsatisfactory.” These assignments cannot be made up for any reason. They are designed to help you process and articulate your own reactions to class material in a low-stakes setting.
- You’ll write two **high stakes papers**, which will be graded more traditionally. One is experiential—it asks you to look for examples in the media of advice on how to be a “good North American.” This assignment is meant to give you practice in the learning goal of recognizing and challenging assumptions about what is “natural” about human

psychology. The second paper is data-based. It asks you to use the Gallup World View database to explore a question about cultural differences, apply concepts from this course, and think about the data critically. It is meant to give you practice in understanding empirical methods of cultural psychologists—how we know what we know.

High stakes papers that are late will go down by 10% a day (excluding weekends). The details for the papers, including the grading rubric I will use, will be posted on sakai. (For Project Syllabus readers, they are included at the end of this syllabus).

- There will be two **exams** (a midterm and a final). The exams will consist of short answer and essay questions, based upon lecture content and class readings. Even if we have not covered a concept in class, it may still appear on an exam, so be prepared. On exams you will be expected to give simple summaries of important class concepts, as well as do some integration and application of course material to applied issues. You cannot make up an exam unless you have documentation and make arrangements in a responsible and timely way.
- Class **discussions**, either in small groups or as an entire class, are also important. If you are a Shy Person, you will need to work especially hard to force yourself to participate in class. If you are an Extremely Talkative Person, you may need to concentrate on enhancing your contributions as a Careful Listener.
- Part of your grade will also reflect your **professionalism**: the extent to which you responsibly and respectfully take control of your own learning. If you miss a class, you should contact someone else in the class to get notes or handouts (it is not my responsibility to get these things for you). If you don't understand an assignment, it is your responsibility to contact me well in advance of the due date. When you email me, use proper names, conventional punctuation, and sign your name. Turn your work in on time.

Talking, texting and websurfing in class distracts you, me, and the students around you. I request that you do not use laptops in my classroom. I will make exceptions for students who use technology to compensate for disabilities. You may use an e-reader or ipad (but not a laptop) to bring readings to class, but please refrain from using them for websurfing during class.

Grading Breakdown

(The details of these components are defined above.)

Reading quizzes and low stakes writing	10%
Two high-stakes papers	15% each
Midterm and final exams (higher of the grades gets more weight)	25, 30%
Discussion participation and class professionalism ,	5%

Assignment grading cutoffs:

A	93%	C+	78%
A-	90%	C	73%
B+	88%	C-	70%
B	83%	D+	68%
B-	80%	D	63%
		D-	60%

Making the most of this class

I sincerely hope that this class will be an exciting, engaging, challenging, and rewarding intellectual experience for you. In order to make the most out of this class for yourself and for the rest of us, I expect you to:

Read the material very carefully and thoughtfully

Come to class every day and *bring the book and readings with you* (Print out extra readings).

Think about the material: what it means, what it reminds you of, what it connects to, whether it makes sense

Grapple with issues that may challenge your current view of the world
 Prepare your formal writing assignments carefully and thoughtfully. Don't leave them until the last minute.
 Respect others by listening to them, encouraging them, or challenging them

Academic Honesty

Fortunately, in my experience academic dishonesty is rare; however, I do take it seriously. To state the obvious: All work in this class is to be your own. All written work that you hand in for this class should be in your own words, and if the ideas come from another source, they must be appropriately cited with quotation marks, author information, and page numbers (if relevant), according to APA style. If I discover that you have copied all or part of any course assignment from a friend, text, or other public source, without attributing your work to the correct person, *you will fail this course with an "F-X"* and I will report your infraction to Judicial Affairs.

Close paraphrasing is plagiarism, too. If, in your writing, you **fail to appropriately paraphrase** and cite the ideas of others (specifically, if you use an author's phrase or sentence as if it were your own words and CITE the author, but you do not use quotation marks), I will ask you to redo the assignment and your grade will be reduced by two letter grades. I may also be required to report your infraction to Judicial Affairs. To avoid plagiarizing, you must educate yourself about appropriate citation procedures and follow them carefully. When in doubt, ask—ignorance of this policy is not an excuse that I accept.

Calendar of Reading Assignments (Due dates and readings are subject to change)

Day	Topic	Assignment
Feb 7 and Feb 9	Introduction	Arnett, J. (2008). The neglected 95%: Why American psychology needs to become less American. <i>American Psychologist, 63</i> , 602-614. Heine text, Chapter 1 Optional: Henrich, J., Heine, S.J., & Norenzayan, A. (2010). The weirdest people in the world? <i>Behavioral and Brain Sciences, 33</i> , 61-83.
Feb 14	First examples of cultural research	Nisbett, R.E. (1993). Violence and U.S. regional culture. <i>American Psychologist, 48</i> , 441-449.
Feb 16		Rozin, P., Kabnick, K., Pete, E., Fischler, C., & Shields, C. (2003). The ecology of eating: Smaller portion sizes in France than in the United States help explain the French paradox. <i>Psychological Science, 14</i> , 450-454.
Feb 21	Mutual constitution of culture and psyche "We make our own gravity to give weight to things..." Ani DiFranco	Shweder, R. (1989). Cultural psychology: What is it? In J. Stigler, R. Shweder, & G. Herdt (Eds.), <i>Cultural psychology: The Chicago symposia on culture and development</i> (pp. 1-46). New York: Cambridge University Press. Focus on pp. 73-77, 84-90, 97-110

Feb 23	Mind, culture, evolution	Heine text, Chapter 2 New Evidence of culture in wild chimpanzees. http://www.sciencedaily.com/releases/2009/10/091022122321.htm Culture in orangutans not due to genes http://www.sciencedaily.com/releases/2011/10/111020122313.htm
Feb 28		Hare, B. (2007). From nonhuman to human mind: What changed and why? <i>Current Directions in Psychological Science</i> , 16, 60-64.
Mar 1	Cultural evolution	Heine text, Chapter 3
Mar 6		Heath, C., & Heath, D. (2007). <i>Made to stick</i> . New York: Random House. Read Introduction: What Sticks?
Mar 8	Research Methods	Heine text, Chapter 4
Mar 13	Varieties of child socialization	Rogoff, B. (2003). <i>The cultural nature of human development</i> . Oxford, UK: Oxford University Press. Read Chapter: Interdependence and Autonomy.
Mar 15		Heine text, Chapter 5
Mar 20	The self concept	Heine text, Chapter 6
Mar 22	Paper 1 due	Kitayama, S., & Park, J. (2010). Cultural neuroscience of the self: Understanding the social grounding of the brain. <i>SCAN</i> , 5, 111-129.
Mar 27	Motivation	Heine text, Chapter 7
Mar 29	Academic motivation and school contexts	Benjamin, G. R. (1997). <i>Japanese lessons: A year in a Japanese school through the eyes of an American anthropologist and her children</i> . New York : NYU press. Read Ch. 3 and 4
Apr 10	Midterm exam	
Apr 12	Cognition and Language	Heine text, Chapter 8 Language and color: http://www.sciencedaily.com/releases/2011/03/110314132531.htm
Apr 17		Beach, K. (1993). Becoming a bartender: The role of external memory cues in a work-directed educational activity. <i>Applied Cognitive Psychology</i> , 7, 191-204.
Apr 19		Nisbett, R. E. (2009). <i>Intelligence and how to get it: Why schools and cultures count</i> . New York: W.W. Norton. Read Ch 5: Social class and cognitive culture

Apr 24	Mental and Physical Health	Heine text, Chapter 11 and 12
Apr 26		Kim, H.S., Sherman, D.K., & Taylor, S.E. (2008). Culture and social support. <i>American Psychologist</i> , 63, 518-526. Jones, M. (2006, January 15). Shutting themselves in. <i>New York Times Magazine</i> . Download from: http://www.nytimes.com/2006/01/15/magazine/15japanese.html .
May 1	Close relationships	Heine text, Chapter 9
May 3	Paper 2 due	
May 8	Multicultural U.S.	Heine text, Chapter 10 Leung, A.K., Maddux, W.W., Galinsky, A.D., & Chiu, C-Y. (2008). Multicultural experience enhances creativity: The when and the how. <i>American Psychologist</i> , 63, 169-181.
May 10		Aronson, J., Lustina, M. J., Good, C., Keough, K., Steele, C. M., & Brown, J. (1999). When white men can't do math: Necessary and sufficient factors in stereotype threat. <i>Journal of Experimental Social Psychology</i> , 35, 29-46. Brown, R. P., & Day, E. A. (2006). The difference isn't black and white: Stereotype threat and the race gap on Raven's Advanced Progressive matrices. <i>Journal of Applied Psychology</i> , 91, 979-985.
May 15		Catch up day
Finals week	Final exam (comprehensive)	

PSYC394 :: Spring 2012 :: Paper 1
North American Advice paper

Assignment: Analyze North American advice about childrearing or lifestyle

Audience: Psychology majors who have NOT had exposure to cultural psychology.

Length: 4-5 pgs of text

Due date: April 17 in class (late papers are dropped 10% per day)

For this project you will select a sample of advice from popular North American media and to analyze the information from a cultural psychological perspective. You should focus on one topic, such as child discipline, entertainment, lifestyle improvement, or some other feature, and find some popular media directed at laypeople. Such texts are often implicitly about “how to be a good North American,” so I want you to analyze that advice through your cultural psychology lens. For instance, you might read popular books or magazines on childrearing—analyzing advice about a single childrearing episode such as potty training, starting school, or getting a child to sleep through the night. You might gather advice on how to date from a popular book or magazine. You might analyze Martha Stewart’s advice for successful entertaining. In choosing a topic and source, it will be really important that you don’t try to cover too much. Keep your focus limited to a single topic or a small number of related topics. On the other hand, don’t pick something that is too small—you’ll need more than a sentence or two to analyze.

In the paper, you should briefly but engagingly describe what your source says about “how to be an American.” And then, you should analyze this advice from the perspective of a cultural psychologist. Relate the advice to articles we have read. Apply two cultural psychological theories or concepts as you analyze this topic, and do so in a thorough, thoughtful, analytical way. Your goal should be to move beyond superficial analysis and application.

Organization:

(a) briefly describe what your source says about “how to be an American.”

(b) describe in detail the cultural psychological theory or concept you believe is relevant, bringing in research findings as much as possible (that is, briefly state the findings of relevant experiments you’ve read, making sure to properly cite them) and

(c) elaborate on how the selected advice conforms and/or fails to conform to the cultural psychological theory or concept you have identified, as well as to research findings that support the theory (e.g., describe how the advice is similar to, or different from, relevant experiments you’ve read).

(d) Include a short introduction to orient the reader, as well as short conclusion to tie things together.

Turning it in. The paper should have a title page (with Student ID only) and a references page in perfect APA style. Attach a printout of the source (the magazine or website) to your paper.

Some suggestions. In this project, you will be reading class articles more closely and then applying them to a new example. You are not required to find much in the way of outside readings. The goal is to get you to reread and rethink about the things we have already read. In this project I will be looking for thoughtful, integrative, critical, creative, and substantive analysis that reflects your understanding and critical interpretation of the material in this course. You will want to have copies of all the readings in front of you as you do this paper. Don’t rely on your memory for these ideas--you run the risk of being overly simplistic or (worse) wrong. I expect you to cite the readings in APA style where relevant and to delve into the readings in a

serious, scholarly way. Writing definitely counts here. Outline first. Write clearly and concisely. Proofread. Above all, don't wait until the week before.

Grading Rubric

You will not be graded on whether you agree with the professor or the text. You will be graded on how well you justify and elaborate (explain, provide evidence for) your examples and conclusions. Finally, part of your grade is based on writing quality; it is hard to like a paper that has not been proofread or that is clearly the first and only draft.

Grading Rubric: Feature	<i>Absolutely fabulous</i>	<i>Very good— appropriate for college level work</i>	<i>Not there yet</i>
You chose a good example of advice and attach the source.			
For the two cultural psychology concepts you chose, you described the relevant research accurately and thoroughly.	1.		
	2.		
You applied the two cultural psychology concepts in an interesting, novel, accurate, and intelligent way.	1.		
	2.		
Critical thinking (theoretical depth, complexity, completeness & sophistication; consideration of alternative explanations; critique of fit of concept/research on advice; etc.)			
Professional presentation: Paper has been proofread. Sources are cited in perfect APA style. APA conventions used for margins, headings, etc.			
Writing is clear, direct, and free of grammar errors.			

PSYC394 :: Spring 2012 :: Paper 2
Gallup Worldview Data Paper

Assignment: Interpret some data from Gallup Worldviews in cultural psychology terms.

Audience: Members of this class.

Length: 3pgs

Due date: May 3 in class (late papers are dropped 10% per day)

***You have the option of doing this project with a partner. Let me know by April 26 if you are choosing this option. The two of you will share the same grade.*

The goal of this paper is for you to critically interpret some country-level polling data from a cultural psychological perspective. You will use analytical, application, and quantitative reasoning skills.

The Gallup polling organization has procedures for polling representative samples in almost every country. They share results for these polls on their website, worldview.gallup.com. You will need to register to use this site, but it's free. After registering, you have access to a variety of polling questions and results, country by country. For Paper 2, you will explore the Gallup Worldview site. You will choose polling questions that interest you as well as a sample of countries that interest you. Narrow down a set of results that you can interpret in terms of one or two concepts from our course.

This paper leaves a lot up to you—you get to choose the questions, countries, and topics that make sense to you. The challenge will be to pick an approach that is not overly simple (e.g., “look! Japan is lower in happiness, just like the book says!”) and not overly complex (e.g., “I’m going to compare 18 countries on these 14 questions...”). Please meet with me or Min to discuss your paper as needed.

Keep in mind that Gallup will be able to tell you the country-level data (and within a country, it gives gender differences and age breakdowns). But these group-level data are not going to tell you about the associations between the two variables *within* a country. So—take care to use your quantitative reasoning skills. You should review Chapter 4 before you write. And you don't need to accept results from this data set at face value. You are expected to think critically and use your cultural psychology skills to address measurement and validity issues.

Your paper will include a clear description of the data you are interpreting—often a graph or table will make sense (present them in APA style please). Be sure to present the full text of the poll questions you are analyzing. Then include a careful, accurate, and original analysis of what these data mean. Some examples might be, “These data illustrate methodological issues covered in Chapter 4....” Or “These data might mean ____, because the chapter on emotion suggests....” You should strive to apply two significant course concepts, theories, or studies to the data set.

As before, use perfect APA style citation procedures. Introduce your paper and draw it to a close, using interesting rhetoric. Attach a cover page with your student ID number (s) only.

Grading Rubric: Feature	<i>Absolutely fabulous</i>	<i>Very good— appropriate for college level work</i>	<i>Not there yet</i>
You present data from Gallup worldview accurately and clearly. You interpret numbers appropriately. You create a table or figure as needed and describe the data clearly (don't screen shot—make your own presentation).			
You accurately summarize concepts from the course as you apply them. Your understanding of course concepts is more than superficial—you demonstrate your grasp of complexities and details.			
You apply concepts from the course to the Gallup data in an interesting, appropriate, and novel way. You reason critically about what the data mean, and their strengths and limitations.			
Overall: Paper makes a coherent and interesting point and is organized well.			
Professional presentation: Paper has been proofread. Sources are cited in perfect APA style. APA conventions used for margins, headings, etc.			
Writing is clear, direct, and free of grammar errors.			