



**Cultural Psychology Lecture (PSYC 242)**  
**Spring 2016 Course Syllabus**  
*Tues/Thurs 10:00 – 11:30, 410 Sharpless Hall*

**Instructor:** Shu-wen Wang, PhD, Assistant Professor  
**Contact:** [swang1@haverford.edu](mailto:swang1@haverford.edu)  
**Office:** 408 Sharpless Hall  
**Office Hours:** Tues/Thurs 11:30a-12:00p, Wed 9:15a-10:00a, or by appointment

**Course Description and Objectives**

There is a tendency to think of psychological processes as being universal with definite rules that wholly govern the human mind and behavior. However, humans are a cultural species and the way we think, feel, and act is shaped by our context and experiences. *Culture is critical in providing us with certain contexts and experiences.* By culture, we refer to “systems of meanings” (e.g., social norms, roles, values, beliefs) that are “learned, socially shared, and variable” (Betancourt & Lopez, 1993). *Cultural psychology* is the systematic study of how psychological processes are different (as well as similar) across different cultures and groups of people.

This course provides an overview of theory and research on cultural variation in human development, social behavior, personality, motivation, cognition and perception, emotion, and physical and mental health. We also address cultural identities and examine race and ethnicity, immigrant experiences, and acculturation. While part of this course requires some self-exploration and application to personal experience, students are advised that the emphasis of the course is primarily on critically examining the theory and research in cultural psychology as a science.

By the end of the course, students are expected to:

- 1) Understand and think critically about key cultural psychological theories
- 2) Comprehend the results of major research studies in the cultural psychology field
- 3) Have broad knowledge of various methodologies and challenges in the field
- 4) Develop an informed perspective and greater appreciation for diverse backgrounds
- 5) Apply cultural psychological concepts to the personal experiences of the student.

***Overall, I want you to develop an awareness of and appreciation for the profound impact that culture – often overlooked and largely invisible – has on psychological processes.***

### **Course Readings**

The textbook and two books are available for purchase through the College Bookstore and are also on reserve in the Science Library.

- 1) Textbook – *Cultural Psychology 3<sup>rd</sup> Edition* by Steven J. Heine.
- 2) Book – Choose ONE of the following:
  - *Battle Hymn of the Tiger Mother* by Amy Chua
  - *Bringing Up Bébé: One American Mother Discovers the Wisdom of French Parenting* by Pamela Druckerman
- 3) Additional required readings are available via the course website (Moodle).
- 4) Consult the *APA Publication Manual* (on reserve in the Science Library) for guidance on proper reference citation and general guidance on scientific writing.

**Tips on Reading for the Course:** This course contains a substantial amount of reading so it is absolutely imperative and to your benefit to keep up with the reading load on a weekly basis. Lecture material will only highlight a portion of the course readings, and new material may be presented in lecture that doesn't appear in the course readings. You are responsible for all material (lecture and readings). Studies have found that active learning strategies enhance comprehension and retention.

- Participate in class discussions, ask questions, come to office hours
- Hand-write your notes during lecture!!! Typing is not as effective for retention.
- Have a study partner or group to compare notes with and discuss material
- Write your own outlines or summaries of readings (underlining falls short)
- Quiz yourself as you read; ask yourself questions and answer them

**Slides** – Slides will be posted on Moodle for your reference AFTER the class lecture.

### **Support, Access, and Disability**

Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student, including the Office of Academic Resources (<https://www.haverford.edu/oar/>), the Writing Center (<https://www.haverford.edu/writing-center/>), and the Office of Access and Disability Services (<https://www.haverford.edu/access-and-disability-services/>). If you think you may need accommodations because of a disability, you should contact Access and Disability Services at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester (ideally within the first two weeks) with your verification letter.

**Course Requirements**

Grades are determined based on the following course requirements:

1. Two Exams (non-cumulative, in-class; 25% each)	50%
2. Cultural Simulation Paper	10%
3. Integrated Paper	20%
4. Literature Review	15%
5. Attendance & Participation	5%
	<u>          </u>
	Total = 100%

**1) Two Exams (50% total; 25% each):** There will be TWO non-cumulative in-class exams. Exam #1 will cover material from the first half of the course, and Exam #2 will cover material from the second half of the course. Exam material will be drawn from the textbook, other course readings, and lectures. Exams are approximately 1/2 multiple choice format and 1/2 short answer format. We will discuss the exams later in the semester.

**2) Cultural Simulation Paper (10%):** You will write a 5-6 page paper on the cultural simulation activity conducted in class. You will reflect on your experiences and apply specific concepts and theory from class to your discussion.

**3) Integrated Paper (20%):** The Integrated Paper is a 10-12 page reaction-and-analysis paper on ONE of the two popular books listed (Chua or Druckerman). In your paper, you will apply theoretical and empirical material from readings and lecture to illustrate themes and/or events in the book, critically analyze the research you have read as it pertains to the book, and draw upon your own personal experiences to reflect on how your own development and socialization have been shaped by culture.

**4) Literature Review (15%):** You will select a topic of interest in cultural psychology and write an 8-10 page literature review that includes 4 empirical research articles. In addition to reviewing and critiquing each article, you will also provide an integrated discussion situating these studies in the field and put forth recommendations for future research.

**5) Attendance and Participation (5%):** Your attendance is expected at every class meeting. I understand that we all run late every once in a while and that unforeseen events happen; however, generally, I expect that you will be on time and arrive ready to participate. Active engagement in class is crucial to your mastery of the material. *At my discretion, I may adjust your final grade depending on your attendance and participation.*

**6) Extra Credit:** There may be opportunities for extra credit that will add points to exams.

**Grading Scale**

Grade	Points	Grade	Points
A / 4.0	94-100	C+ / 2.3	77-79.99
A- / 3.7	90-93.99	C / 2.0	73-76.99
B+ / 3.3	87-89.99	C- / 1.7	70-72.99
B / 3.0	83-86.99	D+ / 1.3	67-69.99
B- / 2.7	80-82.99	D / 1.0	60-66.99
		F / 0.0	59.99 and below

**Course Schedule**

<b>Week (Dates)</b>	<b>Topic</b>	<b>Reading</b>
Wk 1 – 1/19 1/21	Course Intro, What is Cultural Psychology? Key Concepts and Methods	Ch1 3-33 Ch4 115-157
Wk 2 – 1/26 1/38	Acculturation and Immigration <i>Cultural Simulation Activity</i>	Ch7 255-297, #1
Wk 3 – 2/2 2/4	Ethnic Identity and Multiculturalism <i>Crossing Lines</i> documentary	#2, #3, #4
Wk 4 – 2/9 2/11	Stereotyping, Prejudice, and Discrimination <i>Color of Fear</i> film	Ch13 540-550, #5, 6
Wk 5 – 2/16 2/18	<b>SIMULATION PAPER DUE MON 2/15 12pm</b> Self and Personality 1 Self and Personality 2	#7 Ch6 203-223, 229-254
Wk 6 – 2/23 2/25	Development and Socialization 1 Development and Socialization 2	Ch5 159-180, #8 Ch 5 180-191, #9
Wk 7 – 3/1 3/3	<i>Babies</i> film, Review <b>EXAM #1</b>	
Wk 8 – 3/8 3/10	***** <b>SPRING BREAK</b> *****	
Wk 9 – 3/15 3/17	Motivation	Ch8 299-316, 322-344 #10
Wk 10 – 3/22 3/24	Cognition and Perception	Ch9 345-382 #11
Wk 11 – 3/29 3/31	Social Behavior and Relationships	Ch11 443-478 #12, 13
Wk 12 – 4/5 4/7	<b>INTEGRATED PAPER DUE MON 4/4 12pm</b> Emotion	Ch10 401-442 #14, 15
Wk 13 – 4/12 4/15	Physical Health, <i>Okinawans</i> documentary	Ch13 519-540, 551-57 #16, 17
Wk 14 – 4/19 4/21	Mental Health	Ch12 558-591 #18
Wk 15 – 4/26 4/28	<i>Can</i> documentary, Review <b>EXAM #2</b>	
	<b>LITERATURE REVIEW DUE</b> For Seniors: Due Saturday 5/7 by 5pm For Others: Due Friday 5/13 by 12pm	

#	<b>Additional Readings (available on Moodle)</b>
1	Abraido-Lanza, A. F., Chao, M. T., & Flórez, K. R. (2005). Do healthy behaviors decline with greater acculturation?: Implications for the Latino mortality paradox. <i>Social Science Medicine</i> , 61, 1243-1255.
2	Trickett, E. J., & Jones, C. J. (2007). Adolescent culture brokering and family functioning: A study of families from Vietnam. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 13(2), 143-150.
3	Birman, D. (2006). Acculturation gap and family adjustment: Findings with Soviet Jewish Refugees in the United States and implications for measurement. <i>Journal of Cross-Cultural Psychology</i> , 37, 568-589.
4	Phinney, J. S. (1989). Stages of ethnic identity development in minority group adolescents. <i>Journal of Early Adolescence</i> , 9, 34-49.
5	Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of model minority status. <i>Psychological Science</i> , 11, 399-402.
6	Kessler, R. C., Mickelson, K. D., & Williams, D. R. (1999). The prevalence, distribution, and mental health correlates of perceived discrimination in the United States. <i>Journal of Health and Social Behavior</i> , 40, 208-230.
7	Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. <i>Perspectives on Psychological Science</i> , 5, 420-430.
8	Kamnitzer, R. (2009, July). Breastfeeding in the Land of Genghis Khan. <i>Mothering Magazine</i> . Retrieved from In Culture Parent <a href="http://www.incultureparent.com/2011/02/breastfeeding-land-genghis-khan/">http://www.incultureparent.com/2011/02/breastfeeding-land-genghis-khan/</a>
9	Tsai, J. L., Louie, J. Y., Chen, E. E., & Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. <i>Personality and Social Psychology Bulletin</i> , 33(1), 17-30.
10	Choi, K., & Ross, M. (2011). Cultural differences in process and person focus: Congratulations on your hard work versus celebrating your exceptional brain. <i>Journal of Experimental Social Psychology</i> , 47, 343-349.
11	Wang, H., Masuda, T., Ito, K., & Rashid, M. (2012). How much information? East Asian and North American cultural products and information search performance. <i>Personality and Social Psychology Bulletin</i> , 38, 1539-1551.
12	Campos, B., Keltner, D., Beck, J., Gonzaga, G. C., & John, O. P. (2007). Culture and teasing: The relational benefits of reduced desire for positive differentiation. <i>Personality and Social Psychology Bulletin</i> , 33, 3-16.
13	Taylor, S. E., Welch, W. T., Kim, H. S., & Sherman, D. K. (2007). Cultural differences in the impact of social support on psychological and biological stress response. <i>Psychological Science</i> , 18, 831-837.
14	Spencer-Rodgers, J., Peng, K., & Wang, L. (2010). Dialecticism and the co-occurrence of positive and negative emotions across cultures. <i>Journal of Cross-Cultural Psychology</i> , 41(1), 109-115.
15	Soto, J. A., Levenson, R. W., & Ebling, R. (2005). Cultures of moderation and expression: Emotional experience, behavior, and physiology in Chinese Americans and Mexican Americans. <i>Emotion</i> , 5(2), 154-165.
16	Rozin, P., Kabnick, K., Pete, E., Fischler, C., & Shields, C. (2003). The ecology of eating: Part of the French paradox results from lower food intake in French than Americans, because of smaller portion sizes. <i>Psychological Science</i> , 14, 450-454.
17	Chiao, J. Y., & Blizinsky, K. D. (2010). Culture-gene coevolution of individualism-collectivism and the serotonin transporter gene. <i>Proceedings of the Royal Society Biological Sciences</i> , 27, 529-637.
18	Vedantam, S. (2005, June 27). Social network's healing power is borne out in poorer nations. <i>Washington Post</i> . Retrieved from <a href="http://www.washingtonpost.com/wp-dyn/content/article/2005/06/26/AR2005062601091.html">http://www.washingtonpost.com/wp-dyn/content/article/2005/06/26/AR2005062601091.html</a>

## **Class Policies**

- 1) **Academic Integrity:** I have zero tolerance for academic dishonesty of any kind. This includes 'cheating' (giving or obtaining assistance on exams) as well as plagiarism (using another person's work, words, or ideas without properly crediting them). At the very least, you will receive a 0 for the assignment and there will likely be more severe consequences. Follow the Haverford College Honor Code. Consult the APA Publication Manual.
- 2) **Phone and Laptop Etiquette:** Please turn off or silence your cell phones. No texting. Students who use laptops must sit in the first row and restrict use to class activities.
- 3) **Office Hours:** I strongly encourage you to visit me during office hours to ask questions and discuss assignments. I hope that EACH of you will come visit at least ONCE this semester.
- 4) **Emails:** I will try to respond to emails within 24 hours. The more specific your question and the more you've thought about it, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to come to office hours instead.
- 5) **Missing Exams:** If you miss an exam, you will receive a 0. Make-up exams are only given in the case of serious personal illness and emergency; both require documentation and you must get in touch with me *immediately* after the event. If you know in advance of a *legitimate* conflict (e.g., requirements for another class, a game) with an exam date, please contact me immediately. I will consider alternative arrangements on a case-by-case basis; note that you may be asked to take the exam at an earlier date. You may want to drop the course if I do not view the conflict as warranting an alternative arrangement.
- 6) **Late Papers:** My policy on late papers is that for each 24 hour period of lateness, I'll deduct one grade point level. For example, if the paper is due Monday 5pm and you submit the paper Tues 4pm (within 24 hours), your original 3.3 would now become a 3.0. If you submit the paper Tues 5:30pm (past 24 hours), your original 3.3 would now become a 2.7.
- 7) **Grade Disputes:** If you believe that you did not receive a fair grade on an exam or paper, you may submit a written grade dispute to me. The typed grade dispute should include the reason why you believe your work/answer is correct including references to readings or lecture material for support, and the number of points you feel you should have received. The dispute should be submitted to me (in my hand or under my door; no emails) along with the original assignment within 1 week after the exam or the date the paper was returned to you. I will consider your case and make any adjustments at my discretion.