



Cultural Psychology Lecture (PSYC 242)
Spring 2019 Course Syllabus
Tues/Thurs 1:00 – 2:30, Sharpless 430

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Office Hours: Tues 11:30-1:00 or by appointment

Course Description and Objectives

There is a tendency to think of psychological processes as being universal with 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 better understand one’s own experiences

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

You may purchase through the College Bookstore; also on reserve in Science Library.

- 1) Textbook – *Cultural Psychology 3rd 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).

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.

- Take notes during lecture
- Participate in class discussions, ask questions, come to office hours
- Have a study partner or group to compare notes with and discuss material
- Write outlines/summaries of readings (don't rely on underlining/highlighting)
- 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 providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment, please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are **not retroactive** and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

Course Requirements

Grades are determined based on the following course requirements:

1. Two Exams (non-cumulative, in-class; 25% each)	50%
2. Integrated Paper	25%
3. Cultural Simulation Paper	10%
4. Final Reflection Paper	10%
5. Brief Research Proposals (2)	5%
	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) Integrated Paper (25%): The Integrated Paper is a ~10 page reaction-and-analysis paper on ONE of the two popular books listed (Chua or Druckerman). You will apply theoretical and empirical material 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.

3) Cultural Simulation Paper (10%): You will write a ~5 page paper on the cultural simulation activity conducted in class. You will examine your experiences and apply specific concepts and theory from class to your analysis.

4) Final Reflection Paper (10%): You will write a 3-4 page paper reflecting upon what you have learned from this class, and discuss how you will mobilize what you have learned in your daily living and approach to the world and other people.

5) Brief Research Proposals (5% total; 2 proposals x 2.5%): You will write TWO brief (1-1.5 page) research proposals throughout the semester that delineate a research question or hypothesis you are interested in based on course readings, and propose a research procedure or methodology to study this.

6) Attendance and Participation: No points are formally assigned for attendance and participation. 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.*

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

Week	Dates	Topic	Reading
1	1/22 1/24	Course Intro, What is Cultural Psychology? Key Concepts and Methods	Ch1 3-33 Ch4 115-157
2	1/29 1/31	Acculturation and Immigration <i>Cultural Simulation Activity</i> – Location TBA	Ch7 255-290
3	2/5 2/7	Ethnic Identity and Multiculturalism <i>Crossing Lines</i> documentary	#1, #2, #3 #4
4	2/12 2/14	Stereotyping, Prejudice, and Discrimination <i>Color of Fear</i> film	Ch13 540-550, #5, 6
5	2/19 2/21	Self and Personality 1 Simulation Paper DUE at start of class 2/19 Self and Personality 2	#7 Ch6 203-223, 229-254
6	2/26 2/28	Development and Socialization 1 Development and Socialization 2	Ch5 159-180, #8 Ch 5 180-191, #9
7	3/5 3/7	<i>Babies</i> film EXAM #1	
8	3/11- 3/15	****SPRING BREAK**** Enjoy!	
9	3/19 3/21	Motivation	Ch8 299-316, 322-344 #10
10	3/26 3/28	Cognition and Perception	Ch9 345-382 #11
11	4/2 4/4	Social Behavior and Relationships	Ch11 443-478 #12, 13
12	4/9 4/11	<i>Guest Speaker – Dr. Rishtee Batra</i> Integrated Paper DUE at start of class 4/9 Emotion	Ch10 401-442, #14
13	4/16 4/18	Physical Health <i>Okinawans</i> documentary	Ch13 519-540, 551-57 #15, 16
14	4/23 4/25	Mental Health	Ch12 558-591, #17
15	4/30 5/2	EXAM #2 Special Topics	
		Final Reflection Paper DUE Seniors: Sat 5/11 5pm Non-Seniors: Fri 5/17 12pm noon	

#	Additional Readings (available on Moodle)
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	Chong, V., & Kuo, B. C. (2015). Racial identity profiles of Asian-White biracial young adults: Testing a theoretical model with cultural and psychological correlates. <i>Asian American Journal of Psychology</i> , 6(3), 203-212.
5	Sue, D. W., Capodilupo, C. M., Gorino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. <i>American Psychologist</i> , 62(4), 271-286.
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 http://www.incultureparent.com/2011/02/breastfeeding-land-genghis-khan/
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	Wang, S., Shih, J. H., Hu, A. W., Louie, J. Y., & Lau, A. S. (2010). Cultural differences in daily support experiences. <i>Cultural Diversity and Ethnic Minority Psychology</i> , 16(3), 413-420
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	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.
16	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.
17	Vedantam, S. (2005, June 27). Social network's healing power is borne out in poorer nations. <i>Washington Post</i> . Retrieved from http://www.washingtonpost.com/wp-dyn/content/article/2005/06/26/AR2005062601091.html

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). Follow the Haverford College Honor Code and consult the APA Publication Manual.
- 2) **Phone Etiquette:** Please turn off or silence your cell phones. No texting at all – it is disrespectful and distracting to me and your peers, and I can always tell if you're texting (people don't typically look down at their crotch and smile!).
- 3) **Laptop Etiquette:** I advise against using laptops for note-taking as they provide distractions and may detract from your ability to encode information. However, if you have a strong need for laptop use, please sit in the first row and restrict your use to class activities. Surfing the web, answering email, online shopping, etc., is disrespectful and distracting to me and your peers.
- 4) **Office Hours:** I strongly encourage you to visit me during office hours to ask questions and discuss assignments.
- 5) **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 wish 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.