

Psychology 352 -- Culture and Psychology
Fall 2004
T/Th 1:00 - 2:20, PAS 2083

Course Website:

<http://www.arts.uwaterloo.ca/~wqxun/psych352>

Check the course website regularly. Important announcements will be posted there.

Course e-mail address:

psych352@yahoo.ca.

To contact the instructor or the TAs, please use the course e-mail address.

Instructor: Elaine Perunovic

Office: PAS 3266

Office hrs: T 2:30 - 3:30 and by appointment

Phone: 888-4567 ext. 6853 (leave a message)

Teaching Assistants:	Office:	Office hrs:
Craig Blatz	PAS 3045	Th 11:00-12:00
Irene Cheung	PAS 3277	M 10:00 - 11:00
Danielle Gaucher	PAS 3049	W 2:00 - 3:00

Required Readings:

1) **Matsumoto, D., & Juang, L. (2004). Culture and Psychology, 3rd edition. Belmont, CA: Wadsworth:**
Available at the UW bookstore.

This book is also on 3-hour reserve at the Dana Porter Library Circulation Desk. Call number: UWP 7093.

Note that chapters assigned are based on this edition. Use of earlier editions of the text is NOT recommended.

2) **Course Reading Package:** Available at the UW bookstore.

Also on 3-hour reserve at the Dana Porter Library Circulation Desk . Call number: UWP 7135

3) **Online Reading:** See course website with links to online readings.

Course Overview:

As participants in our increasingly global community, it is very important that we understand how people from different cultures think, feel, and behave, and to understand the forces, beliefs, and motivations that underlie their behaviours. Yet, psychology as a field has tended to focus on the behaviour of members of North American and Western European cultural backgrounds. 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.

Course Goals:

- To introduce the field of cultural psychology and to examine the concepts and processes necessary for cross-cultural research.
- To help students better evaluate the absolutist and relativist claims regarding human nature in the academic and everyday discourse.
- To help students think about their own values, have an appreciation for the diversity of cultures, and take better perspectives of other people.
- To stimulate critical thinking and analytic skills.

Course Composition:

1) Lectures and Pop Quizzes

The majority of classes will be comprised of lectures, which may cover material in the assigned readings or might introduce new material that does not appear in the readings. Demonstrations, films, presentations from guest speakers, and group exercises may also take place during class time. Thus, it is important to attend lectures. In addition, certain reading material may not be addressed in the lectures. There will also be pop quizzes given during the term. For the pop quizzes, you will be responsible for assigned reading material (which may or may not have been covered in lecture). Therefore, doing the assigned readings before coming to class is essential. The pop quizzes will usually be two or three questions either in the format of short answer questions or multiple-choice questions. The pop quizzes will make up 5% of the total course grade. There will be no make-up pop quizzes.

2) Discussion Sessions and Related Assignments

To encourage students to think actively about course material, this course includes 3 class periods devoted to discussion (see schedule for dates). In preparation for discussion sessions, you are required to compose a discussion question. You will also need to write a reflection paper following each discussion session.

Details:

Each student will be assigned to a particular group-discussion (assignment to discussion sessions will be posted online). The purpose of the discussion sessions is to give you the opportunity to reflect on the course material and to share your thoughts with your peers and your discussion leader.

You will be required to do three things for each discussion session:

1. Read and think about the assigned reading material.
2. Prepare a discussion question **before** the discussion session and bring it to class. A discussion question need only be **a sentence or two**. The questions should not be of the type that can be answered with a simple "yes" or "no", instead they should be ones that stimulate discussion and interest. You will need to **hand in your discussion question to your discussion leader** at the beginning of class, and should **also make a copy of the question to keep with you** during the discussion. You might be asked to present your question to the class during the discussion session.
3. Write a **1-2 page (12 pt font, double-spaced, 1-inch margins) reflection paper** in response to the discussion, due **one week after** the discussion session. These papers do not need to be written in a formal style (although they should be comprehensible), but they must be typed. You should not write more than 2 pages; we will stop reading after the second page. A title page is not necessary. This paper should not be a summary of the discussion. Rather, it should be a reflection on how thinking about the issues we've discussed and read about affect your own thinking about life and your view of

the world, how you might apply your thoughts about these issues to your life, ways in which you have seen your own values or past experiences in a new light, a reconsideration of your values and beliefs, etc.

For each discussion session and its related assignments, you will be able to earn a possible total of 10 points: 1pt. for submitting the discussion question to the leader, 2 pts for participation in the discussion, and 7 pts. for the reflection paper. Therefore, each discussion session and its related assignments will be worth 10% of the final grade. Together the three discussion sessions will make up 30% of the total course grade. Note that if you are absent during the discussion session, you cannot earn any participation points. There will be no alternate make-up arrangements, except in cases of severe illness or other extreme circumstances. In these cases, you must contact the instructor as soon as possible to make arrangements. Arrangements must be made **before** the discussion session occurs.

3) Tests

There will be 3 **non-cumulative** tests during the term (see schedule for dates). Each test will consist of approximately 30 multiple-choice questions. There may be also one or two short-answer questions on the test. The tests will assess your knowledge and understanding of the assigned reading materials and the lectures. Approximately half of the test questions will be from the reading material (which may or may not have been covered in lecture) and the other half will be from the lectures (including any demonstrations and film materials as well as presentations by guest speakers). Each test will be worth 10% of the final grade. Together the three tests will make up 30% of the total course grade. There will be no make-up tests, except in cases of severe illness or other extreme circumstances. In these cases, you must contact the instructor immediately to make arrangements. Arrangements must be made **before** the scheduled date of the test.

4) Research Proposal

You are responsible for writing a **6-8 page (1800-2400 word) research proposal (12 pt font, double-spaced, 1-inch margins)**. For this paper, you need to find a cultural difference that interests you, explain to the reader what this difference is and why this difference is important or theoretically interesting. You will need to do a literature search and find at least 3 articles that directly address the topic from the following journals: Journal of Personality and Social Psychology, Journal of Cross-Cultural Psychology, Personality and Social Psychology Bulletin, Journal of Experimental Social Psychology, American Psychologist, Psychological Bulletin, or Psychological Review. You will then design one or two studies that extend or oppose the existing work. The goal of this proposal is to explain to the reader what researchers have already done, what you believe is still unanswered, and how your studies might address this.

A double-spaced, 1/2-1 page proposal outline is due on November 9th. This outline should state the general topic, explain why this topic is interesting and important, and list at least three relevant journal articles to be reviewed in the paper. Consulting one of the TAs or the instructor at this point may be helpful. This outline will be worth 5% of the final grade.

The final research proposal is due on December 6th. Detailed guidelines of the research proposal will be posted online. This research proposal will be worth 30% of the final grade. There is sufficient lead-time for this paper so that students can plan ahead. Thus, late papers will not be accepted, except in cases of severe illness or other extreme circumstances. In these cases, the student must contact the instructor as soon as possible. Arrangements for extensions must be made **before** the paper due date.

Evaluations:

Pop quizzes: 5%

3 Discussion sessions with related assignments (10% each): 30%

3 Tests (10% each): 30%

Proposal outline: 5%

Final research proposal: 30%

There will be no final exam in this course.

Late Assignment Policy:

Keeping up with assignments is essential for getting the most out of this course as a student, and keeping track of late assignments is very time-consuming for the instructor and TAs. Therefore, to encourage timely submission of assignments, **late assignments will not be accepted**. That is, if a student turns in an assignment late, this student will not receive credit for it. This applies for all assignments including discussion questions, reflection papers, the proposal outline, and the final research proposal. Only in cases of severe illness or other extreme circumstances will provisions be made for turning in an assignment late. If you should find yourself in such a situation, it is necessary to contact the instructor immediately to make arrangements. Arrangements must be made **before** the due date, and proof of the reasons (e.g., a note from a physician) must be shown to the instructor.

Information on Computer Account:

All undergraduate students in the Faculty of Arts may obtain a free computer account on Waterloo Polaris (other faculties have similar accounts). The account gives students free access to all Polaris applications (e.g., word processing, electronic mail, spreadsheets, statistical and graphic packages, and access to the internet). Students are charged for printing and can put money for printing on to their Arts Computing Resources Account at PAS 1080 using their WATCARD. Instructions for obtaining a Polaris account are available from the Arts Computing Office. Note that library catalogue searches as well as journal article searches are available on the Internet (<http://www.lib.uwaterloo.ca>).

Message from the Faculty of Arts Council:

All students registered in the course of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy # 71 which is supplied in the Undergraduate Calendar (p. 1:10, and on the web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

In addition, I would like to direct your attention to the following link to the Arts Faculty Web page, "How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors" (<http://watarts.uwaterloo.ca/~sager/plagiarism.html>)

Tentative Course Schedule

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Readings</u>
Sep 14	Tue	Introduction	Ch. 1
Sep 16	Thur	Introduction and Methods	Fiske, Kitayama, Markus, & Nisbett pp. 915-919; Ch. 2
Sep 21	Tue	Methods cont'	Triandis; Jordan & Zanna
Sep 23	Thur	Enculturation and Conceptions of the Self	Ch. 5; Ch. 11 pp. 300-329
Sep 28	Tue	Discussion: The Effect of Self	Fiske, Kitayama, Markus, & Nisbett pp. 919-930; Cross & Gore pp. 536-552
Sep 30	Thur	Well-being and Happiness	Kitayama & Markus pp. 150-153
Oct 5	Tue	Reflection paper due; Test # 1	Ch. 12; Ch. 13
Oct 7	Thur	Disorders and Treatment	
Oct 12	Tue	Social Judgment	Ch. 14 pp. 406-417; Fiske, Kitayama, Markus, & Nisbett pp. 930-933;
Oct 14	Thur	Social Judgment cont'	Norenzayan, Choi, & Nisbett
Oct 16	Tue	Cognition and Reasoning	Ch.4 pp. 104-114
Oct 21	Thur	Cognition and Reasoning cont'	Peng & Nisbett (online)
Oct 26	Tue	Discussion: Social Thinking	Fiske, Kitayama, Markus, & Nisbett pp. 933-943
Oct 28	Thur	Morality	Ch. 6 pp. 172-176; Haidt, Koller, & Dias (online)
Nov 2	Tue	Reflection paper due; Test # 2	Ch. 9
Nov 4	Thur	Emotion	
Nov 9	Tue	Research proposal outline due; Stereotype and Prejudice	Ch. 3; Ch. 14 pp. 385-392; Smith
Nov 11	Thur	Intergroup Interactions	
Nov 16	Tue	Love, Intimacy, and Marriage	Ch. 14 pp. 392-404; Hatfield & Rapson
Nov 18	Thur	Acculturation and Being Bicultural	Heine & Lehman; Cross & Gore pp. 552-558; Ch. 10 pp. 273-278
Nov 23	Tue	Discussion: Multicultural Identities	Hong, Morris, Chiu, & Benet-Martinez (online); Ross, Xun, & Wilson (online)
Nov 25	Thur	Culture of Honor	Ch. 14 pp. 417-426; Vandello & Cohen
Nov 30	Tue	Reflection paper due; Test # 3	
Dec 2	Thur	TBA	
Dec 6	Mon	Research proposal due to TA office by 4:00pm	