

PSYC394010 :: Cultural Psychology (TR 11-12:15)
Spring 2019
University of Delaware :: Department of Psychological and Brain Sciences

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Office hours will be posted and updated on Canvas

Cultural psychology is a class for readers, thinkers, and explorers. The themes of this course include:

Culture, inside and out: Does culture live inside the skin or does it live in our institutions and products? How do these two sides of culture make each other up?

The self: How is the self made meaningful in different cultural settings?

Humans as cultural animals: How did the human genome adapt to cultural inventions?

The power of norms: How is what we do influenced by what we think others think?

By participating in this course you'll develop at least three critical thinking skills. First, you'll develop skills as an efficient, critical reader of empirical, popular, and academic sources. Second, you'll begin to think like a cultural psychologist as you interact with your everyday world. Third, you'll refine your ability to understand and critique empirical evidence in psychology.

Text

Heine, S. J. (2016). *Cultural psychology* (3rd ed.). New York, NY: Norton.

Several additional readings are linked on Canvas.

Requirements

Reading quizzes are designed to encourage you to do the reading carefully and on time. Quizzes will normally happen on the day a reading is due on the syllabus. Your answers should indicate that you have read and understand the material, and where relevant, finished the reading guide. I will drop your lowest 3 quiz scores.

Some of the readings will be more difficult (empirical journal articles and scholarly chapters). I have prepared **reading guides** for these. You should complete and bring them to class—you'll get participation credit for their completion, but you can't turn them in if you miss class. Class discussion, reading quizzes, and exam questions will be based upon the reading guides. When readings are easier or shorter (such as the textbook and the popular press sources), I have not prepared reading guides.

In many classes we will do **low-stakes writing** or activities which will be graded as "satisfactory" or "unsatisfactory." These assignments cannot be made up and form a kind of participation credit. They are designed to help you process and articulate your own reactions to class material.

You'll write and revise two **writing assignments**, which will be graded more traditionally. The assignments will be posted on Canvas.

There will be three **exams** (two midterms and a cumulative final). The exams will consist of short answer and essay questions based upon lecture content and class readings. You cannot make up an exam unless you have documentation and make arrangements in a responsible and timely way. If you oversleep or forget about an exam, it's not excused.

Other stuff

Cultural psychology challenges us to see the world differently; I hope you will support your peers in class as we all engage with this fascinating content together!

I expect you to do the reading—all of it! Even if we don't discuss everything in class (for example, every point in the textbook), reading contributes background knowledge, which leads to better understanding. Bring the book and outside readings with you to class so we can consult them during discussion.

I request that you do not use laptops in my classroom unless you need technology for extenuating circumstances. You may use an e-reader or ipad (but not a laptop, please) to bring readings to class (but paper is best). If you do use an ereader, you must refrain from distracting yourself or others.

The 010 section of the course is not second writing (Spring 2019)

Procedures for the writing assignments for this class:

You may not turn in papers that you have worked on for another class.

Turn in assignments on Canvas under Assignments unless otherwise noted

Late work is penalized 10% a day (excluding weekends).

Grading Breakdown

Exam 1	15%
Exam 2	20
Final	30
Writing assignments	20
Reading Quizzes	10
Reading Guides and Low Stakes Writing	5

Grading cutoffs

A	93.0	C+	78 – 79.99
A-	90 – 92.99	C	73 – 77.99
B+	88 – 89.99	C-	70 – 72.99
B	83 – 87.99	D+	68 – 69.99
B-	80 – 82.99	D	63 – 67.99
		D-	60 – 62.99

Academic Honesty Policy

All work that you prepare for this class should be in your own words, and if the ideas come from another source, they must be appropriately cited in APA style, using quotation marks and page numbers for direct quotes. 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 formal 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 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.

ADA Note

I am happy to accommodate students who have documented physical or sensory characteristics that affect your learning or performance. If needed, it will be your responsibility to set up extended-time exam appointments in the ADA offices (831-4643).

Order of Reading Assignments (Due dates and readings are subject to change)
 RG: Reading guide available on Canvas—prepare this and bring it to class (on paper)

Day	Themes and Topics	Assignment
Feb 12	Introduction to course themes	No required reading
Feb 14	Definitions and first examples	Gelfand, M. (2018). <i>Rule makers, rule breakers: How tight and loose cultures wire our world</i> . New York: Scribner. Read Introduction and Chapters 1-4 (RG) Heine text, Ch 1 (Focus on pp. 3-29)
Feb 19	First examples: Culture of Honor	Nisbett, R.E. (1993). Violence and U.S. regional culture. <i>American Psychologist</i> , 48, 441-449. (RG)
Feb 21	More on culture of honor; methods review	Heine text, Ch 4
Feb 26	Mutual constitution	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. (RG) Focus on pp. 73-77, 84-90, 97-110
Feb 28	More on Shweder	No new reading, but Heine text, pp. 8-10 might be useful.
Mar 5	Child Socialization	Heine text, Ch 5
Mar 7	Child Socialization	Doupleff, M. (2018, June 9). How to get your kids to do chores (without resenting it). <i>Goats and Soda section, NPR</i> . https://n.pr/2HjgJSm Schafer, M., Haun, D.B.M., & Tomasello, M. (2015). Fair is not fair everywhere. <i>Psychological Science</i> , 26, 1252-1260. (RG) Optional: Alcala, L., Rogoff, B., Mejia-Arauz, R., Coppens, A.D., Dexter, A.L. (2014). Children's initiative in contributions to family work in indigenous-heritage and cosmopolitan communities in Mexico. <i>Human Development</i> , 57, 96-115. DOI: 10.1159/000356763
Mar 12	Mutual constitution, empiricized	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, 17-30. http://dx.doi.org.udel.idm.oclc.org/10.1177/0146167206292749 (RG) Morling, B. (2016). Cultural difference, inside and out. <i>Social and Personality Psychology Compass</i> , 10, 693-706. DOI 10.1111/spc3.12294 (RG)
Mar 14		Exam 1

Mar 19	Gene-culture co-evolution	For background: Heine text, Chapter 2 (all) Henrich, J. (2015). <i>The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter</i> . Princeton University Press. Read Chapter 3&4 (RG)
Mar 21	Gene-culture co-evolution	Henrich, J. (2015). <i>The secret of our success: How culture is driving human evolution, domesticating our species, and making us smarter</i> . Princeton University Press. Read Chapter 5&6 (RG) For background, read Heine text, Ch 2
Mar 26	Gene-culture co-evolution	Tomasello, M. (2008, May 25). How are humans unique? <i>The New York Times</i> [online edition]. Retrieve from https://nyti.ms/2DVgJjd
Mar 28	Writing assignment 1 due	Heine text, Ch 3 (read the sections titled, <i>How Do Ideas Catch On? And Factors that Cause Ideas to Spread</i>) and Ch 13 (read the section titled Biological Variability of Humans)
Spring break		
Apr 9	Self concept	Heine text, Ch 6 (Read up to Personality)
Apr 11	More on the self	Talhelm, T., Zhang, X., Oishi, S. (2018). Moving chairs in Starbucks: Observational studies find rice-wheat cultural differences in daily life in China. <i>Science Advances</i> , 4, eaap8469. DOI: 10.1126/sciadv.aap8469 (RG)
Apr 16	Power of norms	Zou, X., Tam, K., Morris, M.W., Lee, S., Lau, I.Y.M., & Chiu, C-Y. (2009). Culture as common sense: Perceived consensus vs. Personal beliefs as mechanisms of cultural influence. <i>Journal of Personality and Social Psychology</i> , 97, 579-597. DOI: 10.1037/a0016399 Focus on Study 1(RG)
Apr 18	Motivation Writing assignment 2 proposal due	Heine text, Ch 8
Apr 23	Academic motivation and school contexts	Spiegel, A. (2012). Struggle for smarts? How Eastern and Western cultures tackle learning. Retrieve from http://n.pr/1fIBgDN Chu, L. (2017). Why American students need Chinese schools. <i>The Wall Street Journal</i> (online edition). Retrieve from http://on.wsj.com/2DAOacd
Apr 25	Exam 2	
Apr 30	Cognition	Heine text, Ch 9

May 2	Cognition	No new reading
May 7	Cognition Writing assignment 2 due	Gordon, P. (2004). Numerical cognition without words: Evidence from Amazonia. <i>Science</i> , 306, 496-499. (RG)
May 9	Mental health	Watters, E. (2010). <i>Crazy like us: The globalization of the American psyche</i> . New York, NY: Free Press. (RG) Read Chapter 2: The wave that brought PTSD to Sri Lanka (pp. 65-93, 114-123) Heine text, Ch 14
May 14	Models and challenges of diversity within the U.S.	Plaut, V.C., Thomas, K.M., & Goren, M.J. (2009). Is multiculturalism or color blindness better for minorities? <i>Psychological Science</i> , 20, 444-446. (RG) Phillips, K.W. (2014, Oct. 1). How diversity makes us smarter. <i>Scientific American</i> (online edition). Download from http://bit.ly/2aZiihN . Heine Ch 7 (Different But Often Unequal; Multicultural People)
May 16	Models and challenges of diversity within the U.S.	Purdie-Vaughns, V., & Walton, G (2011). Is multiculturalism bad for Black Americans? In R. Mallett & L. Tropp (Ed.), <i>Beyond prejudice reduction: Pathways to positive intergroup relations</i> . (pp. 159-177). Washington, DC: American Psychological Association. (RG) Optional: Watch this 3-minute Purdie Vaughns video https://www.youtube.com/watch?v=EzsuWkskU88
Finals Week	Cumulative final exam	