

PSYCH 483E Psychology and Culture [SIS# 11916] (Fall, 2009)

Course time and location: 8:00-9:20 a.m. Monday and Wednesday, MAC-103

Instructor: Dr. Kristin Vespiak

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Office Hours: 1:30-3:30 p.m. MW & 10:00 a.m.-12:00 p.m. R (I am happy to meet at other times by appointment.)

Textbook and Readings

The textbook is available in the Phoenix Bookstore. The articles can be accessed via Cofrin Library or D2L.

Matsumoto, D., & Juang, L. (2008). *Culture and psychology* (4th ed.). Belmont, CA: Thomson/Wadsworth.

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63, 602-614. doi: 10.1037/0003-066X.63.7.602

Matsumoto, D., et al. (2008). Mapping expressive differences around the world: The relationship between emotional display rules and individualism versus collectivism. *Journal of Cross-Cultural Psychology*, 39, 55-74. doi: 10.1177/0022022107311854

Cheung, F. M. (2004). Use of Western and indigenously developed personality tests in Asia. *Applied Psychology: An International Review*, 53, 173-191. doi: 10.1111/j.1464-0597.2004.00167.x

Course Overview and Objectives

This course is designed to examine core psychological processes and areas of study through a cultural lens. At the conclusion of the semester, you should be able to:

1. Describe different cross-cultural research methods and their use in Psychology and related fields, as well as cross-cultural studies that support and refute the notion of universal psychological phenomena.
2. Discuss specific ways in which cognition, development, personality, and social and abnormal behavior are influenced by culture.
3. Think critically about research and practice in Psychology and the degree to which it does/does not speak to the experiences of members of diverse cultures within the United States and around the world.
4. Articulate a deeper and more complex understanding of foundational areas of psychological study, such as cognition, development, personality, social psychology, and abnormal behavior.
5. Search for and locate journal articles on specific topics, as well as read and understand examples of original research.
6. Apply the content of this course to real-life case studies or scenarios.

Relevant Psychology Department Learning Outcomes

Although I hope this course in some way addresses almost all of the *Psychology Department Learning Outcomes* (which were adopted directly from APA's learning outcomes for the undergraduate psychology major), I believe the class is particularly relevant to the following objectives:

Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Sociocultural and International Awareness: Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Research Methods in Psychology: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Application of Psychology: Students will understand and apply psychological principles to personal, social, and organizational issues.

Critical Thinking Skills in Psychology: Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Values in Psychology: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Reprinted directly from: <http://www.uwgb.edu/psychology/learning/index.htm>

General Education Objectives

This class is designed to be a World Culture course within the General Education curriculum. As such, one of its goals is to help you achieve “An understanding of contemporary global issues and problems through the study of beliefs, values and ways of life in a country other than the United States.” (from: <http://www.uwgb.edu/catalog/undrgrad/gened.htm>)

Course Requirements/Assignments (All due dates are noted on the course schedule – see final page)

Reading

All reading assignments for a given day should be completed before the beginning of class on that date. I expect you to read all assigned material. Discussion is critical in a course such as this one, and it will be limited if not everyone has completed the reading for the day. Not all readings will be discussed in class, as lectures will frequently be used to supplement text and other reading assignments. Therefore, I encourage you to raise issues in class or see me individually if you have questions about the readings.

Clicker Quizzes/Activities

You will be using an electronic “clicker” in this class (for more details, see “Course Policies” section). You are responsible for bringing this device to class each day. You will take 12 “clicker quizzes” throughout the semester (worth 5 points each), and the dates of those quizzes are listed on the course schedule. Your three lowest grades on these quizzes will be dropped. If you are absent more than three times on quiz days, you will lose the points associated with the quiz. In general, I do not intend to provide “make-up” quizzes, as these are designed as in-class activities not easily replicated outside of the classroom. Note that quizzes are typically scheduled on the first day of a new topic, and they will test you on your reading of assigned material, so it is very important to come to class prepared. They may also test your knowledge of information presented in class, and they may include multiple choice, true/false, matching, or similar types of items. You may take these items all at once, or they may be dispersed throughout the class period. Again, you need to bring your clicker to class each day. We may experience alternations in the class schedule and/or engage in additional learning activities involving the clickers; not having your clicker will not be considered a valid excuse for missing or making up an activity.

Journal Article Searches/Discussions

All students will be assigned a specific day for which they will be required to conduct a PsycINFO search in preparation for a new unit of study (usually for the second day we work on that topic/unit). You will be asked to read your chapter, and you will then individually find a journal article relevant to one of the topics in the text (not one cited in the chapter itself). You will bring at least the first page of the article to class, as well as a full page (1” margins, 12-point font) double-spaced summary of the article (one that goes beyond the abstract!) and its relevance to the topic at hand to contribute to discussion. At the bottom of the summary page, you should include a reference section (still titled “References,” but not on a separate page as APA Style would dictate) that lists the full citation for the article in APA Style. You must also include APA Style parenthetical citations, as needed, within the text of your summary. Your summary should include no full or partial quotations; everything must be in your own words, but the ideas still need to be cited appropriately. Separate title and reference pages are not necessary. You will be called upon to briefly describe the study and its relevance to the day’s topic, and you will be graded on that portion of the assignment. At the end of class on that day, you will turn in a copy of the first page of the article and your one page summary. Note that I may ask you for the full article if I cannot retrieve it via our electronic databases.

Applied Project

You will be provided with a list of case scenarios, situations, or topics. You will select one as a topic of an applied project assignment. You will then conduct library research and apply information from the class to understanding that scenario. For example, you might choose to take what you have learned about culture and cognitive psychology and culture and developmental psychology to describe an educational toy that could be used cross-culturally or with a specific group. As another example, you could use information about culture and communication/language and culture and social psychology to design a psycho-educational program intended to improve cross-cultural communication skills. You will work with a partner on this project (or possibly in a group of three students). A more comprehensive handout on the assignment will be posted in D2L, but note that it will require library research, use of your textbook, and effective application of the material

you have learned in class. You will turn in a topic paragraph and an outline for credit before the final project deadline. You may not use a topic (e.g., creating a toy) that you used for another course unless it is a substantially different project.

Exams

There will be three exams during the term. They will require you to provide information about specific concepts addressed during the course, and you will further be expected to compare, contrast, critique, apply, and integrate material from lectures and from your reading. The exams may include multiple-choice, short answer, and/or essay items. Your final exam will likely include a take-home essay component. The majority of your final exam will not be cumulative, but the take-home essay question(s) may address topics from across the course.

Evaluation

Exams (3 @ 50 points each)	150 points (Take-home essay will be 20-25 pts. of Final Exam)
Clicker Quizzes/Activities	45 points
Journal Article Search/Discussion	25 points
Applied Project Topic Paragraph	5 points
Applied Project Outline	15 points
Final Applied Project	50 points

A total of 290 points can be earned during the semester. The grading scale is listed below (% of points possible).

A	93-100%	C	73-77%
A/B	88-92%	C/D	68-72%
B	83-87%	D	63-67%
B/C	78-82%	F	Below 63%

Course Policies

Make-up Exams

Make-up exams will be given at the discretion of the instructor only in unusual or extenuating circumstances. If you wish to request a make-up exam, you must submit this request for my consideration prior to the exam. If not, you may receive an automatic zero on the test. This policy includes any take-home exam components (i.e., late take-home exam questions will not be accepted). You may be asked to provide written documentation in support of requests for make-up exams. Please be aware that providing such documentation does not necessarily mean a make-up exam will be given. If the request for a make-up exam is granted, the test will be given at a time scheduled by the instructor. Although they are intended to be equivalent experiences, make-up exams may consist of only short answer and essay items, as it is impossible for me to prevent exposure to items from the original exam once it has been administered.

Late Papers or Assignments

Assignments are due at the beginning of class on the dates indicated in this syllabus. I believe an essential component of this course and the academic enterprise is to help students improve their time-management skills and their ability to work on multiple tasks at the same time. Papers submitted after the beginning of class on the designated date will be considered late and will be penalized 1 full grade. Papers turned in between 24 and 48 hours from the original due date/time will be penalized 2 full grades. No late papers will be accepted more than 48 hours (including weekends) from the deadline. Extensions on assignments may be granted following the same policies and procedures described above under "Make-up Exams." Please remember to make back-up copies of your work. You should also allow plenty of time to print and then proofread your work before the deadline. Computer malfunctions generally will not be considered valid grounds for late work submissions. I do not accept assignments left in my mailbox or sent to me via email unless we have mutually agreed to that arrangement prior to the due date.

University Policy for Individuals with Disabilities

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

Academic Honesty

I believe that students approach their work with integrity, and I know your assignments and exams represent your hard work and talents. To honor that hard work and encourage academic honesty, I expect all assignments and exams will be entirely your own work. You are also responsible for reading, understanding, and complying with all University academic

misconduct policies (see http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf). Please pay particular attention to information contained in your writing handouts regarding proper use of citations, quotation marks, and so on. Note that I also consider submitting an assignment for this class that you turn(ed) in for another course to be a form of academic dishonesty.

Classroom Conduct

To ensure a productive learning environment for everyone, please attend to the following:

- ✓ Turn off/mute cell phones and pagers before class begins.
- ✓ Avoid talking to classmates, passing notes, **text messaging**, or other distracting behaviors (e.g., arriving late or leaving early) when class is in session.
- ✓ I would prefer that you not bring laptops to class to take notes. If you do, you need to confine your activities to taking notes (not checking email, Facebook, etc.). I reserve the right to ban laptops if their presence becomes disruptive to me or, more importantly, to your classmates.
- ✓ Feel free to express your ideas and to challenge others' ideas in the classroom, but do so in a respectful manner that does not involve personal attacks or insults.
- ✓ In general, please treat others as you would wish to be treated.

Email Policy and D2L Information

The best way for me to communicate with you outside of class is via email. I will send information and announcements pertinent to the class to your **UWGB email account** using the email class list. I expect you to check your UWGB email on a daily basis (excluding weekends). I may occasionally send handouts or other class materials via email. Finally, if you wish to contact me by email, please also do so using your UWGB account; messages from other accounts may be diverted to my Spam file. There is a D2L site for this class, and the syllabus, many handouts, and selected announcements will be posted on that site. It is your responsibility to check it regularly and to retrieve pertinent information.

Clicker Information and Policies (Information provided and reprinted from Andy Speth, Learning Technology Center)
We will be using **clickers**, aka, student response systems, in our class this semester. Clickers are small hand-held devices that allow all students in a class to "vote" or respond to survey and quiz questions presented in class.

You will pick up your clicker on the third floor of the Cofrin Library at the **Circulation desk**. There will be signs indicating the exact location. You will check out a clicker just like you check out a library book. You will need to bring your **student ID**. Our good friends at the Cofrin Library will also register your clicker for you as part of their checkout process. If you used clickers in previous semesters, you will recognize this as a big improvement. **Students no longer need to go online and register their clickers; this is done for them at checkout time.**

You can pick up a clicker as early as a few days before the semester starts, and you must have one by the end of the **first week of class**. In an effort to keep costs low, you will be renting your clicker rather than purchasing it. The rental charge for the semester is **\$15**. Note that a student who loses or damages their clicker or fails to return it at the end of the semester will be invoiced an additional \$50. The \$15 rental fee will appear on your student account in SIS; you will not pay the rental fee at the Library when checking out your clicker. The \$15 fee will appear on your record whether or not the clicker is checked out, so pick one up! **You need to have your own clicker**; you cannot share one. Also, if you use clickers in two or more classes, you only need one clicker; you do not need a separate clicker for each class that uses one.

If you drop this class prior to September 16, 2009, you must immediately return the clicker to Emily Rogers or Leah Smith at the library's circulation desk on the third floor to have the \$15 fee removed. This 100% refund period ends September 16, 2009. If you drop the class after September 16, 2009 or if you do not return the clicker until after September 16, 2009 you will still be charged for the \$15 rental fee. In all cases, you will be invoiced the full \$50 replacement fee if the clicker is not returned to the circulation desk in the library at the end of the semester.

We will be using the Turning Point XR model clicker with LCD display. Please do not attempt to use a clicker that was acquired outside of the library process described above. Only clickers acquired through the library are supported on campus. Additional information can be found on the web at <http://www.uwgb.edu/learntech/clickers/Instructions.htm>.

Course Schedule**

Date	Topic	Reading Assignment
September 9	An Introduction to Psychology and Culture	Chapter 1
September 11*	An Introduction to Psychology and Culture	Arnett (2008)
September 14*	Cross-Cultural Research Methods	Chapter 2
September 16	Cross-Cultural Research Methods	
September 21*	Enculturation: Family, Peers, Education, and Religion	Chapter 3
September 23	Enculturation: Family, Peers, Education, and Religion	
September 28*	Culture and Developmental Psychology	Chapter 4
September 30	Culture and Developmental Psychology Applied Project Topics Due	
October 5	Culture and Developmental Psychology/Review	
October 7	Exam 1	
October 12*	Culture and Cognitive Psychology	Chapter 5
October 14	Culture and Cognitive Psychology	
October 19*	Culture and Emotion	Chapter 8 & Matsumoto et al. (2008)
October 21	Culture and Emotion	
October 26*	Culture and Communication	Chapter 9
October 28	Culture and Communication Applied Project Outline Due	
November 2*	Culture and Social Psychology	Chapter 14
November 4	Culture and Social Psychology	
November 9	Culture and Social Psychology/Review	
November 11	Exam 2	
November 16*	Culture and Personality/Personality Assessment	Chapter 10
November 18*	Culture and Personality/Personality Assessment	Cheung (2004)
November 23	Culture and Personality/Personality Assessment Applied Projects Due	
November 25*	Culture and Abnormal Psychology	Chapter 11
November 30	Culture and Abnormal Psychology	
December 2	Culture and Abnormal Psychology	
December 7*	Culture and Organizational/Personnel Psychology	Chapter 15
December 9	Culture and Organizational/Personnel Psychology Take-Home Essay Due	
December 14	Wrap-up and Integration	
December 16	Final Exam (8:00-10:00 a.m.)	

*Clicker quiz scheduled

**In general, this schedule and syllabus, including assignments and policies, are intended as an overview and guide. I reserve the right to make revisions throughout the semester. I will make every attempt to provide you with reasonable notice about such changes. It is unusual for exam or due dates to change, so please review those now and plan ahead!