**Cultural Psychology**

Summer 2020 | PSYCH 350, Section 0800, SIS#6291 | Online | Green Bay Campus



**CATALOG COURSE DESCRIPTION**

This class is a cross-cultural examination of core psychological processes and areas of study, such as  
cognition, emotion, development, and personality.



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| **Professor:**  Dr. Kris Vespia  Dr. V/Dr. Vespia/Kris Pronouns: she/her | **Email**  [vespiak@uwgb.edu](mailto:vespiak@uwgb.edu)  I will respond to email with 24 hours on weekdays. | **Office**  MACC318 | **Office hours**  Video or phone meetings; Email me to set up a time & day! |



Readings

**LEARNING OBJECTIVES**

In this class we will examine core psychological processes and areas of   
study, such as development and mental health and group behavior through an international lens. I hope that by doing that you will come to appreciate that human behavior and mental processes are not all universal. In fact, researchers have documented that culture can play a critical role in our thinking, behavior, and emotions and how they develop and are expressed.

* Describe different cross-cultural research methods and some specific cross-cultural studies that support and refute the notion of universal psychological phenomena.
* Read/understand a journal article and apply what you learn.
* Critique the solely universal perspective on foundational areas of psychology (e.g., development, personality) and explain specific ways culture interacts with and may influence them.
* Discuss specific examples of global cultures and integrate theoretical concepts and models (e.g., Hofstede’s, acculturation) in doing so.
* Distinguish between cultural diversity and cultural superiority.
* Identify specific strengths and weaknesses of psychological research and practice in terms of the degree to which they address the experiences of members of diverse cultures.
* Apply the content of this course to real-life case studies or scenarios (e.g., training professionals for international business ventures; working effectively with “clients” from diverse cultures).
* Write clearly and effectively about the content of this course. R

Matsumoto, D., & Juang, L. (2017). *Culture and  
psychology* (6th ed.). Boston, MA: Cengage. ISBN: 9781305648951  
  
Additional readings will be provided as links or pages  
in Canvas (in Power Point presentations, for essays,  
and for Discussions.

## Canvas

To access Canvas, login with your UWGB username and password at: [https://www.uwgb.edu/digital-](https://www.uwgb.edu/digital-learning-environment/) [learning-environment/.](https://www.uwgb.edu/digital-learning-environment/) If you have any Canvas or technology-related questions or problems, contact the Help Desk (465-2309) or the 24/7 Canvas support line: 1 (833) 811-3205. There is also a Canvas Orientation at the website above, along with an online help/resource guide. I expect you to access the Canvas course shell every weekday.

3 CREDIT HOURS  
PREREQUISITE: PSYCH 102

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| **Presentations** Because this is an online course, your class presentations and activities will all take place in Canvas. First, you have  **Power Point presentations in Canvas** to review. Some are videos, and you will need to watch them and take careful, detailed notes! Some are fully typed out slides. I use both modes because some students prefer one kind, and some prefer the other. Your exams will come almost entirely from these Power Point materials, including links and video clips within them, so watch the videos, explore all links provided, and study them carefully. The **BEST** way to prepare for exams is the **TYPE OUT** the answers to the **CHECK YOUR UNDERSTANDING (CYU)** study guide questions within the slide shows. The CYU questions are embedded so you know “where” to find the answers, which can be found on the slides that came immediately before them.  **Exams**  You will have 2 **non-cumulative** exams.  You will need to provide information about specific course concepts and to compare, contrast, critique, apply, and integrate material from Power Points, Discussions, videos, and Canvas reading assignments. The exams will likely be all multiple- choice. If they will also include short answer items, I will tell you in advance. You **may** use your notes, PowerPoint presentations, course readings, textbook, and Check Your Understanding study guide answers during exams, but those are the only resources you are permitted to use. You are **not** allowed to use Google searches, websites, or other documents/resources, and you may **not** collaborate or communicate with other students or anyone else about the exams.  **Course Survey & Check-In**  You will answer survey questions about yourself   and your interests to help me get to know the class and create a better learning environment. | **Appy It Essays**  You will complete two **Apply-It essays** that will ask  you to read research article and then apply the findings to a practical scenario. You will find the articles and the specific instructions and rubrics in Canvas. These essays are brief, but notice the number of points they are worth. They each count as much as an exam! I will grade your writing, your ideas, your critical thinking, and your support of ideas using specific research information very closely. Make sure you spend significant time working on these assignments. Do not assume that because they are brief that they will be easy or quick to complete. Also, start early so that you can ask me for help if you need it. That is why I am here!  ***Every human is like all other humans, like some other humans, and like no other human. – Clyde Kluckhon***    **Chapter Quizzes**  You will take a 10-question, 25-minute quiz on each chapter. The questions were written by your textbook author (**not me**) and **ONLY** cover the textbook chapter, **not** my Power Points in Canvas. The questions are **very** detailed. You may use your book so that you have every opportunity to perform well. Your two lowest quiz grades drop. **Take all the time you are given** and use your textbook index to look up and double check answers.  **Discussions**  You will have an introductory discussion and two small group discussions. You WILL be tested on material for the discussions. Discussions are set to open and close at a certain date/time, and you will have a reading or activity to complete **before** you can make your first post, so **plan ahead**. You will have three deadlines for each discussion and must post at least three times (once on each of three different days for full credit.  **PLEASE NOTE THAT THESE ASSIGNMENTS ARE DESIGNED TO TAKE SOME TIME TO COMPLETE. I STRONGLY RECOMMEND REVIEWING AND BEGINNING THEM LONG BEFORE THE DUE DATE.** |
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**COURSE REQUIREMENTS**



# **GRADING & EVALUATION**

There are 330 points to earn in this class on a mixture of discussions, assignments, quizzes, and exams.

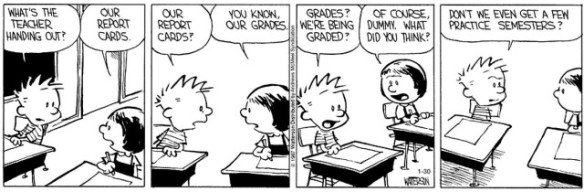
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| **Grading Scale** | | |
| **Grade** | **GPA** | **%** |
| **A** | 4.0 | 93-100 |
| **AB** | 3.5 | 88-92 |
| **B** | 3.0 | 83-87 |
| **BC** | 2.5 | 78-82 |
| **C** | 2.0 | 73-77 |
| **CD** | 1.5 | 68-72 |
| **D** | 1.0 | 63-67 |
| **F** | 0.0 | 0-62 |

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| **Graded Components** |  |  |  |  |
| Exam 1 | 45 pts. |  | Discussions 1 & 2 | 50 |
| Exam 2 | 40 |  | Course Survey | 10 |
| Syllabus Quiz | 10 |  | Course Check-In | 10 |
| Chapter Quizzes (Lowest 2 Drop) | 80 |  | Apply It Essay #1 | 40 |
| Introduce Yourself Discussion | 5 |  | Apply It Essay #2 | 40 |
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**Psychology Department Learning Goals & Course Assignments**

I know sometimes students question why certain professors assign certain types of work (e.g., is this “busy work”?). To help you understand my rationale for each of the graded components in this course, I am listing the five learning goals the American Psychological Association has for undergraduate psychology. Under the goals, I have placed the ***primary*** assignments from this class associated with them.

* **Goal 1: Knowledge Base in Psychology:** Exams and quizzes
* **Goal 2: Scientific Inquiry and Critical Thinking:** Apply-It essays & Discussions
* **Goal 3: Ethical and Social Responsibility in a Diverse World:** All course content
* **Goal 4: Communication:** Course survey/check in, Apply It essays, & Discussions
* **Goal 5: Professional Development:** Career Readiness assignments



# **POLICIES & STATEMENTS**

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| **Writing Policies**  **Quotes**: There should be **no full or partial quotations** included in any of your assignments. Psychology journals and publications use paraphrasing, not quotes. I also cannot assess your understanding of material unless it is **entirely** in your own words. Even when you use your own words, though, you must use citations if you are drawing information from an outside source. Citations show that we are using others’ **ideas, even if the words are our own.**  **Formal Writing**: When completing assignments, I expect you to use formal writing style. You should not use **contractions** (e.g., can’t, they’re, etc.) or **abbreviations** (e.g., “etc.”).  Do not refer to authors by their **first names**. The convention in formal writing is to use last names only (e.g., “Smith believes play therapy is a very important intervention.”).  **Explanation & Support**: I will evaluate all written work on your ability **to explain and support** your ideas. Make sure to define any terms you use and to support any opinions you offer with specific evidence and examples. Assume your reader has no background knowledge about the article/topic.  **Evaluation**: You will be evaluated on the **quality** of your writing (organization, clarity, grammar, and so on) and on the **content**.  **Academic Honesty**  I believe that students approach their work with integrity. 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. That means, as just a few examples, that communicating the content of exams or quizzes to others, offering/accepting assistance during quizzes or exams, sharing “answers” on homework assignments and/or papers, and turning in a paper that is partially or totally another’s work are all forms of cheating. You are also responsible for reading, understanding, and complying with all academic misconduct policies: [http://www.uwgb.edu/UWGBCMS/media/Dean-of- Students/files/uws-14.pdf.](http://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/uws-14.pdf) Please pay particular attention to information regarding proper use of paraphrasing, citations, quotation marks, and so on because it is possible to engage in plagiarism (another form of academic honesty) because you do not clearly understand what it is. 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. | **Late Work Policies**  All work is due by the date and time indicated in your syllabus/course schedule. I believe an essential component of this course and college in general is to work on time-management and multi-tasking skills because you will need them in the workplace.  ***Papers or other written assignments***: Apply It Essays, Course Surveys, and other written assignments submitted at any point after the deadline will be considered late and penalized 1 full grade. Papers turned in between 24 and 48 hours from the due date/time will be penalized 2 full grades. Canvas should remain open, so you simply need to upload them as usual; the time/date will be recorded when you do, so the late penalty can be taken. Unless you have permission, no late assignments will be accepted after 48 hours (including weekends).  ***Quizzes or exams***: There are no “late” quizzes or exams. They will close on the date scheduled and posted. See “Make-Up Exams” for possible exceptions and the steps.  ***Discussion posts***: Discussions will be open for a set number of days. You may make late posts (for far reduced credit) as long as a discussion is open. However, because your classmates are dependent on you to post for them to do their work, once the deadline for the last post is past, and the discussion closes, I will accept not late posts (e.g., you do NOT have 48 hours to submit the last post “late”). If you are late with your initial post or two, though, and the discussion is still open, please still participate in the discussion and earn partial credit! You can still earn some credit and learn from being a part of the conversation. If there is a true emergency that impacts your ability to participate in a discussion, contact me, and we can discuss options.  **Extension Requests**  Life does not stop because of a class. If you are dealing with a serious issue, I do not want you to be afraid to ask about extra time or an assignment adjustment. I often work with students in those circumstances, and I can grant extensions in legitimate, extenuating cases. If you wish to request an extension, talk to me prior to the due date/time unless that is impossible (e.g., you are in the hospital and unable to call). One reason you likely will not get an extension is technology problems. Remember to make back-up copies of your work. |

**POLICIES & STATEMENTS**

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| **Civility & Respect**  Our class is a kind of community, and we are also part of a larger university community that expects a **civility and inclusivity** from its members. It is important to me that we have a productive learning environment for everyone. I want you to feel free to express your ideas and to challenge others’ ideas, but I expect you to do so in a respectful manner that does not involve attacks or insults. I also expect you to read and respect UWGB’s Inclusivity & Civility Policy: [http://www.uwgb.edu/UWGBCMS/media/inclusive-](http://www.uwgb.edu/UWGBCMS/media/inclusive-excellence/files/pdf/Civility-and-Inclusion-Statement-17.pdf) [excellence/files/pdf/Civility-and-Inclusion-Statement-17.pdf.](http://www.uwgb.edu/UWGBCMS/media/inclusive-excellence/files/pdf/Civility-and-Inclusion-Statement-17.pdf)  **UWGB Land Acknowledgement**  One way our campus works to show respect and acknowledge the impact of historical and generational trauma is through its land acknowledgement, which reads: We at the University of Wisconsin-Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon. Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Forest County Potawatomi, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohicans, and the Brothertown Indian Nation. We acknowledge the First Nations People of Wisconsin. [https://www.uwgb.edu/student-affairs/uwgb-land-](https://www.uwgb.edu/student-affairs/uwgb-land-acknowledgment/) [acknowledgment/](https://www.uwgb.edu/student-affairs/uwgb-land-acknowledgment/)  **Phoenix Cares**  We are all human. We all experience stress, illness, grief, and personal and financial issues. There are resources on campus and in the community to help. It can be hard to reach out and ask for help because of stigma and fear of being seen as “weak.” I care about my students, and I believe it often takes far more courage to ask for help than not to. I urge you to read about these resources and use them if needed. The Phoenix Cares website provides information about everything from getting academic help to personal counseling, financial assistance, and food and housing. See: <https://www.uwgb.edu/phoenix-cares/.> | **Bereavement Policy**  Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to do so will occur upon consultation with the Dean of Students. For more information, please see the Dean of Students website: [http://www.uwgb.edu/dean-of-students/assistance-](http://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp) [advocacy/bereavement-policy.asp](http://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp)  **Extended Absences**  If you are faced with having to be away from class for an extended time (e.g., due to a family member’s illness), the Dean of Students Office can help with notifying your professors and talking with you about options. See: [https://www.uwgb.edu/dean-of-students/assistance-](https://www.uwgb.edu/dean-of-students/assistance-advocacy/extended-absences/) [advocacy/extended-absences/](https://www.uwgb.edu/dean-of-students/assistance-advocacy/extended-absences/)  **Sensitive Material**  As a part of this course, we may be discussing sensitive topics and watching video material that could be emotional. You are welcome to pause or exit a video at any time if you have a strong emotional reaction. Please talk to me if you are concerned about missing material that could be reflected on exams or other assignments, and we will work together to make accommodations if that is possible. Keep in mind, as well, that Counseling and Health (465- 2380) is available to students free of charge if you want to discuss personal issues. |

**TIPS FOR SUCCESS**

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| **Exams vs. Quizzes**  **Chapter quizzes** are multiple-choice questions written by the textbook author (not me) on the textbook chapter only. The best way to succeed is to read the entire chapter first and when taking the quiz, to use the index (author or subject) to look up page numbers of topics if you have to look up answers. USE ALL 25 MINUTES. Double-check all of your answers by looking them up, even if you think they are correct. You will have access to the items you missed and correct answers 1-2 days after the quiz closes for everyone. **Exams** will probably also be multiple-choice, but they are ***written by me*** and focus much more on ***application questions*** that ask you to use, apply, and/or integrate the material you have learned, not simply repeat back facts or ideas (see “Sample Exam Questions” under Study Tools in Canvas). That means you need to study thoroughly and not anticipate that you can simply look up answers as you take the test. You will also have less time per question on exams. The best way to study for exams, as noted earlier is by typing out answers to the Check Your Understanding study guide questions in your Power Points (all exams).  Exams will draw very, very heavily on your Power Point presentations (including videos and links) and Discussions. Your textbook and chapter quizzes are not very good study resources for exams ***except*** as they overlap with lecture. The whole point is that quizzes will assess your understanding of the book, and exams will assess your understanding of the Power Point and class materials – that way you learn both.  **Assignments**  The best way to succeed on **Apply It Essays and other assignments** in this course is to read and follow all instructions very carefully!! Make sure you also look at the **rubric** for the assignment and do things that will earn you maximum points on those rubrics. Plan ahead and do not try to start and finish assignments in just a few days. Write a draft, carefully proofread, use the **Brainfuse** online writing center resources ([https://www.uwgb.edu/writing-center/e-](https://www.uwgb.edu/writing-center/e-tutoring/) [tutoring/)](https://www.uwgb.edu/writing-center/e-tutoring/), and ask me questions if you have them before turning assignments in.  **Email & Canvas Communication**  Check your UWGB email and Canvas site **each weekday**. If you only check every few days or, worse, just once/week, you will miss deadlines and announcements. You will also do much better in class if you do a little bit each day, rather than trying to “cram” all work into one or two days/week. | 1**Discussions**  You have 3 deadlines for every discussion. Follow your course schedule closely so you do not miss one. If you do, please participate in the discussion anyway for partial credit!!! Make sure your posts are relevant to the discussion topic, show that you have read any assigned materials, and are thoughtful, specific, and more than just opinion. They should rely on evidence (e.g., more than “I know someone from Canada, and they…”). It’s okay to share your opinion, but it should be supported by facts, research, your book, lecture, or other evidence. Consult your rubric to see how you will be graded on discussion posts, too.  **Canvas & Grades**  Canvas will be used for administrative purposes including submitting assignments, housing course documents (e.g., notes, assignments, readings), and recording grades. Note that all your grades will be kept on Canvas so you will have easy access to them. It is your responsibility to keep up with your grades. If you have a question or concern, please contact me immediately, not at the end of the semester.  **Course Deadlines & Schedule**  Print the one-page schedule on p. 7 and put it where you will see it every day! Remember that daily deadlines at **11:59 pm.** If you have had me for other classes, you know I typically do not use 11:59 pm as a deadline, but for a summer class it is almost inevitable. You will have work do almost every single weekday. Please plan and work ahead.  Reach Out!!!  Please use me as a resource in this class. I want you to ask questions, and I am happy to meet with students by videoconference or phone. I want you to do well and enjoy this class, and I want to know my students. Too often people feel like asking questions is a sign of weakness. In truth, instructors often get the most questions from the best students. Please use the **“Ask Dr. V and The Class”** forum to post questions that others may also have about a concept or assignment; feel free to post answers for others there, too! |

**COURSE SCHEDULE – Please Print and Consult Daily**



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| **Date** | **Topic** | **Reading** | **Assignment** |
| May 18 | Course Welcome An Introduction to Psychology and Culture | Syllabus  Chapter 1 | * Introduce Yourself!: 11:59 PM * Course Survey Due: 11:59 PM |
| May 19 | An Introduction to Psychology and Culture |  | * Syllabus Quiz: 11:59 PM * Ch 1 Quiz: 11:59 PM |
| May 20 | Cross-Cultural Research Methods | Chapter 2 | * Ch 2 Quiz: 11:59 PM * Discussion 1 Initial Post: 11:59 PM |
| May 21 | Enculturation: Family, Peers, Education, and Religion | Chapter 3 | * Discussion 1 Response or New Idea Post(s): 11:59 PM |
| May 22 | Enculturation: Family, Peers, Education, and Religion |  | * Ch 3 Quiz: 11:59 PM * Discussion 1 Final Response or Idea Post(s): 11:59 PM |
| **NO CLASS – MEMORIAL DAY – NO CLASS** | | | |
| May 26 | Culture and Developmental Processes | Chapter 4 | * Discussion 2 Initial Post: 11:59 PM * Ch 4 Quiz: 11:59 PM |
| May 27 | Culture and Emotion | Chapter 9 | * Ch 9 Quiz: 11:59 PM * Discussion 2 Response or New Idea Post(s): 11:59 PM |
| May 28 | Culture and Emotion |  | * Discussion 2 Final Response or Idea Post(s) 11:59 PM |
| May 29 | Midterm Exam  Remember your exam is only available for 72 hours. |  | EXAM OPENS AT 11:59 PM ON 5/28/20 AND MUST BE DONE BY 11:59 PM ON 5/31/20 |
| June 1 | Culture and Communication | Chapter 10 | * Course Check-In Due: 11:59 PM |
| June 2 | Culture and Communication |  | * Apply It Essay #1 11:59 PM |
| June 3 | Culture and Social Psychology | Chapter 14 | * Ch 10 Quiz: 11:59 PM |
| June 4 | Culture and Social Psychology |  | * Ch 14 Quiz: 11:59 PM |
| June 5 | Culture and Personality | Chapter 6 | * Ch 6 Quiz: 11:59 PM |
| June 8 | Culture and Personality |  | * Apply It Essay #2 11:59 PM |
| June 9 | Culture and Psychological Disorders | Chapter 12 | * Ch 12 Quiz: 11:59 PM |
| June 10 | Culture and Psychological Disorders Culture and Organizational/Personnel Psychology | Chapter 15 | * Ch 15 Quiz: 11:59 PM |
| June 11 & 12 | Final Exam  Remember your exam is only available for 72 hours. |  | EXAM OPENS AT 11:59 PM ON 6/10/20 AND MUST BE DONE BY 11:59 PM ON 6/12/20 |

\*Dates and topics are subject to change during the semester. In general, this syllabus, including assignments and policies, is intended as an overview and guide. I reserve the right to make revisions, but I will make every attempt to provide you with reasonable notice about such changes.