Psychology of Culture and Diversity 5360P

Synchronized Online Course

Fall 2020, Dr. Mendez

**Description and Learning outcomes**: This course provides a graduate level introduction to psychological theories and methods that examine the links between culture and human behavior. The course explores the relevance of these links to life development, mental health, social and gender identity, and sexuality. While psychology emphasizes the search for universal processes, evidence suggests that often, behaviors are best understood from context specific influences. The student is expected to gain critical thinking skills in evaluating the validity of psychological knowledge within a cultural context. More importantly, the students are expected to gain an appreciation and understanding for cultural variation in human behavior across different cultures and an enhanced awareness and ability to work with a culturally diverse and multicultural population.

**Text:** Please see readings below.

**Synchronized Online Delivery.** Our class will meet through the Zoom online conference system. An e link to participate in the classroom Zoom lectures will be emailed to you and will provide you access to the classroom lectures remotely. You will have to register for the first time. This e link will also be posted in Canvas so that you will have easy access to the lectures. Please make sure that you download Zoom to your computer. It is free to all Texas State students. Chrome is the preferred server. Firefox is also recommended. Make sure you keep both of these apps updated.

With Zoom, we will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone’s benefit, join the course in a quiet place without distractions. Turn on your video, mute your microphone unless you are speaking, and close any browser tabs not required for participating in class. The success of this form of learning will depend on the same type of commitment we all bring to the physical classroom.

**Expectations**: This class will make use of both a seminar and lecture format. Students are expected to read the assigned material, attend class, complete written seminar assignments, work collaboratively in projects with other classmates and participate in class discussions. Students will be encouraged to share knowledge and to engage in a critical and constructive dialogue with other students. It is equally important to conduct a dialogue in which differences in views are respected. It such an atmosphere of civil discourse where critical thinking and learning may be enhanced. Lectures are scheduled on Tuesdays and the seminars on Thursdays.

**Grade:** The grade will be based on weekly assignments (20%), a research proposal and presentation (40%) and two take home exams (40%).

1. **Individual assignments (20% of the grade).** There are ten seminars scheduled on Thursdays. Each student is expected to submit a passage/quote, question or set of questions and a brief response to the question for each of the 10 seminars. Three simple things are required for each assignment:
	* + - One, from the readings for the selected topic of the week submit a quote or passage that you found relevant, meaningful or of great interest. Identify the reading and page number where you found the quote or passage. See examples below.
			- Two, generate a question (or set of questions) based on the quote or passage that you found in the readings. Students will take turns asking their questions during the seminars and should be prepared to discuss them with other students. See examples below.
			- three, briefly explain in one paragraph why you found the passage to be important or meaningful and why you are asking the question.

The passages, questions and responses may be fitted on one typewritten page, double spaced and in 12 font and should address the topics scheduled for that week and not for previous or future seminars.

The questions will be graded based on clarity, depth of thought, and originality. The responses will be graded based on insightful comments and observations. Good to excellent submissions will receive 2 points. Fair submissions receive 1 point. Poor submissions do not receive points. Assignments submitted late or in absentia (when the student is not present in class during any part of the seminar) will not be accepted. You must be in class prepared to discuss your questions to receive credit.

Examples of Quotes/Passages:

* “There are clear cultural differences in the ways people view issues of gender equality. While some people in some cultures believe that women should be treated the same as men; in others, people believe that men should be granted more rights, privileges and power than women.” Schweder, et al. Page 225, Chapter 6
* “If individuals are able and motivated to understand the intentions of others, then this provides an important step in being able to engage in cultural learning.” Matsumoto, et al., Chapter 2, Page 42.
* “Schooling leads people to think in ways that are different from the thought processes of people who do not experience formal schooling.” Heine, Chapter 5, p.184.

Examples of Questions:

* Are arguments that Segall et. al. makes for eliminating the concept of race necessary? What are the arguments in favor of eliminating it, and what are the arguments/justifications in favor of keeping the concept? Segall et al., Chapter 1, p. 17 & Lecture 3.
* What does Segall mean about culture being the man-made part of the environment? How are behaviors, beliefs, customs and attitudes man-made and, how is culture manifested in symbols and myths? Segall et al., Chapter 1, p. 4.
* How is the self-conceived in Euro-American culture different from how is it conceived in Asian culture? Specifically, how are the selves “socialized” in these two cultures? Heine, Chapter 9, p.369.
1. **Take home exams (40%, two exams each worth 20% of the grade).** Two take home exams will be administered on Oct.1 and at the end of the semester. Each exam will consist of four to six essay questions. Students will work together in teams to answer the questions. Only one answer per question will be submitted by a team. The answers to the essay questions should have well organized and developed ideas, make concise points and arguments, be free of grammatical errors, and demonstrate clarity, depth of thought and originality. Answers to the questions should be typewritten in 12 font, double-space and submitted with title and reference pages. Citations should be referenced. The essay answers are due as one Word document electronically online in Canvas in Assignments.
2. **Research Proposal (20%).** Teams of 3 students each will work together to submit one well-designed proposal that integrates culture relevant concepts. Students may amend or augment a current thesis proposal or propose a new one. An initial draft of the proposal is due mid semester (Oct 15) and the final draft is due at the end of the semester. Students must draw on the research literature, integrate and organize their ideas and present their work to the class at the end of the semester. Students may advise and help each other prepare for their team proposal and presentation.
* October 13-15. Initial proposal and feedback from class. A brief four to five-page typewritten proposal that addresses the points below is due on Oct. 13 for the class to review. The class will review the proposals and provide feedback.
	+ the key research question or questions,
	+ the relevance/importance of the topic
	+ a very brief and concise review of the literature.
	+ Independent and dependent variables identified
	+ Possible measures/instruments of variables
	+ Hypotheses clearly stated
* December 10. The final written proposal with expected design, participants, procedure, measures (or manipulations) and analyses is due. The proposal will also be presented to the class during the student proposal presentations.
1. **Research Presentation (20%).** Each team is expected to present their proposal at the end of the semester. The presentation will be limited to 20 minutes with 5 minutes for questions. The power point is due in class on the day of the presentation.

Presentation will be graded on the following criteria:

* Content (25 points). Does the presentation state the key research question or questions? Was culture addressed in the presentation? Was the rationale for why this research is necessary or important addressed? Was the literature review and theory adequate? Were hypotheses appropriate and do they address the research questions? How appropriate are the following for answering the research questions (testing the hypotheses): the design, procedure, use of participants, measures (or manipulation) and expected analyses? Were expected results presented?
* Structure, Organization & Coherence (i.e. arrangement of ideas) (25 points). Did the ideas and topics connect and flow well from the beginning to end? Was the topic too broad or too narrow? Was a summary provided?
* Clarity, reasoning and support (25 points). Were examples, points and terms clearly explained? Were ideas, statements and arguments well supported? Were fallacies committed? Were questions answered adequately?
* Delivery (Manner and style of presentation) and Audience Response (15 points). Could the presentation be heard? Did presenters read from notes? Were props or power points used effectively? Were students attentive and drawn to the presentation? Did students react with questions?
* Originality. (10 points). Were new ideas in theory or methodology or measurement presented? Were unique or new questions advanced? Is this research posing new questions or ways of testing things? Are we learning something new?
1. **Students with special needs:** I would be happy to work with any student to provide reasonable accommodations so that you a fair opportunity to do well in this class. If you are a student with a disability who will require accommodation(s), please contact me as soon as possible. Documentation and forms and any other assistance for accommodations can be obtained from the Office of Disability Services <http://www.ods.txstate.edu>.
2. **Statement of Academic Honesty**: The study of psychology is done best in an atmosphere of mutual trust and respect. Academic dishonesty, in any form, destroys this atmosphere and a good student--teacher relationship (please see honor code below). Academic dishonesty includes: (1) passing off others’ work as one’s own, (2) copying off of another person during an examination, (3) signing another person’s name on an attendance sheet, (4) in written papers, paraphrasing from an outside source while failing to credit the source or copying more than four words in sequence without quotation marks and appropriate citation. The faculty in the Department of Psychology believes that appropriate penalties for academic dishonesty include an “F” in the course and/or prosecution through the Student Justice System.
3. **Honor Code:** As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

1. **Mission Statement and Shared Values of the University:**

**Our Mission:** Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service.  The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

**Our Shared Values:** In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

* Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
* Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
* The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
* A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life*;*
* A commitment to service and leadership for the public good;
* Responsible stewardship of our resources and environment; and
* Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

Phone: 245-2526; email: rm04@txstate.edu

Office Hours: By appointment. UAC building, office 260

**Dates, Topics, Readings and Assignments**

**Dates Topics Readings**

\*Required readings. Other readings are highly recommended

**Week 1 (Aug. 25 lecture & Aug. 27 seminar) Introduction to Cultural Psychology**

1. Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim,B.C.,et al.(2011).Differences between tight and loose cultures:A33-nationstudy.Science,332,1100–1104.
2. \*Heine, S.J., (2009). Cultural psychology: Chapter 37. *Handbook of Social Psychology,* New York: Wiley and Sons.
3. \*Matsumoto, D.& Yoo, S.H. (2006). Toward a new generation of cross-cultural research. *Perspectives on Psychological Science,* 1 (3), 234-250.

**Week 2 (Sept. 1 lecture & Sept. 3 seminar) Culture and Human Nature**

1. \*Ambady, N. & Bhareuha, J. (2009). Culture and the Brain. *Current Directions in Psychological Science,* 18 (6), 342-345.
2. \*Chiao, J.Y., Cheon, B.K., Pornpattananangkul, N., Mrazek, A.J.,Blinzinsky, K.D. (2013). Cultural Neuroscience: Progress and Promise. *Psychological Inquiry*, 23, 1-19.
3. Draganski, B., Gaser, C. Busch, V. Schuierer, G. (2004). Neuroplasicity: changes in grey matter induced by training. *Nature*, 427, 311-312.
4. Maguire, E.A., et.al. (2000). Navigation related structural changes in the hippocampi of taxi drivers.  *Proceedings of the National Academy of Sciences*, 97, 4398-4403.
5. Mrazek A.J., Chiao, J.Y., (2013). The role of culture-gene co-evolution in morality judgment: examining the interplay between tightness-looseness and allelic variation of the serotonin transporter gene. *Cultural Brain*, 1, 100-117.

**Week 3 (Sept. 8 lecture & Sept 10 seminar) Development and Socialization**

* 1. \*Albert, I., & Trommsdorff, G. (2014). The Role of Culture in Social Development Over the Life Span: An Interpersonal Relations Approach. *Online Readings in Psychology and Culture, 6*(2).
	2. French, S. E., Seidman, E., Allen, L., & Aber, J. L. (2006). The development of ethnic identity during adolescence. *Developmental Psychology, 42,* 1-10.

**Week 4 (Sept. 15 lecture & Sept. 17 seminar) Sensation, Perception & Cognition**

1. Molinsky, A. L., Krabberhoft, M. A. Ambady, N., & Choi, S. Y. (2005). Cracking the nonverbal code: Intercultural competence and gesture recognition across cultures. *Journal of Cross-Cultural Psychology*, *36*, 380-395.
2. \*Nisbett, R. E., Peng, K., Choi, I., Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review, 108,* 291-310.
3. \*Peng, K., Nisbett, R.E. (1999). Culture, dialectics, and reasoning about contradiction. American Psychologist. 54 (9), 741-754.
4. \*Phillips, W.L. (2018). Sensation and perception: Why culture matters. In K.D. Keith (Ed.) *Culture across the curriculum.* New York: Cambridge University Press

**Week 5 (Sept. 22 lecture & Sept. 24 seminar) Memory and Learning**

1. \*Gutchess, A.H. & Huff, S. (2016). Cross-cultural differences in memory. In J.Y. Chiao, S. Li, R. Seligman, R. Turner (Eds.), The Oxford handbook of cultural neuroscience (pp155-169). New York, NY; Oxford University Press.
2. Tweed, R. G., & Lehman, D. R. (2002). Learning considered within a cultural context: Confucian and Socratic approaches. *American Psychologist*, *57*, 89–99.
3. \*Wang, Q. (2018). Integration of culture in the teaching of memory. In K.D. Keith (Ed.) *Culture across the curriculum.* New York: Cambridge University Press

**Week 6 (Sept. 29 & Oct. 1) *Exam week. Take home and open book exam over topics from weeks 1-5 will be administered on Sept. 29 at the beginning of class. The exam is due Oct. 1 by the end of class.***

**Week 7 (Oct. 6 lecture & Oct. 8 seminar) Multicultural experiences**

1. \*APA (2012). Crossroads: The Psychology of immigration in the new century. Retrieved from <https://www.apa.org/topics/immigration/executive-summary.pdf>
2. Chiao, J. Y., Harada, T., Komeda, H., Li, Z., Mano, Y., Saito, D., .& Iidaka, T. (2010). Dynamic cultural influences on neural representations of the self. *Journal of Cognitive Neuroscience*, *22*(1), 1-11.
3. \*Burrell, J. O., Winston, C. E., & Freeman, K. E. (2013). Race-acting: The varied and complex affirmative meaning of “acting Black” for African-American adolescents. *Culture & Psychology*, *19*(1), 95-116.
4. \*Ramírez-Esparza, N., Gosling, S. D., Benet-Martínez, V., Potter, J., & Pennebaker, J. W. (2006). Do bilinguals have two personalities? A special case of cultural frame switching. *Journal of Research in Personality*, *40*, 99-120.

**Week 8 (Oct. 13 & Oct. 15) *First five-page proposal due on Oct. 13. Class will provide feedback on proposals on Oct. 13 and Oct. 15.***

**Week 9 (Oct. 20 lecture & Oct. 22 Seminar) Gender and sexuality**

1. \*Ekert, P. & McConnell-Ginet, S. (2013). *Language and gender. Chapter 1*. New York: Cambridge University Press.
2. \*Polderman, T.J.C.et.al. (2018). The biological contributions to gender identity and gender diversity: Bringing data to the table. Behavior Genetics 48, 95-108.
3. Smith, T.W., Son, J., Kim, J. (2014). *Public attitudes towards homosexuality and gay rights across time and countries*. University of Chicago: Williams Institute. Retrieved from <https://williamsinstitute.law.ucla.edu/wp-content/uploads/public-attitudes-nov-2014.pdf>
4. Tafoya, T. (1997). Native gay and lesbian issues: The two-spirited. In B. Greene (Ed.), *Ethnic and cultural diversity among lesbians and gay men*. Thousand Oaks, CA: Sage Publications.
5. Williams, J.E., Satterwhite, R.C., Best, D.L. (1999). Pancultural Gender Stereotypes Revisited: Five Factor Model. Sex Roles, 40 (), 513-525.
6. Wood, W., & Eagly, A.H. (2002). A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. *Psychological Bulletin, 128*, 699-727.

**Week 10 (Oct. 27 lecture & Oct. 29 seminar) Emotions**

1. \*Russell, J.A. (1991). Culture and the categorization of emotions. *Psychological Bulletin*. 110 (3), 426-450.

**Week 11 (Nov. 3 lecture & Nov. 5 seminar) Self, Personality and Motivation**

1. \*Markus, H., & Kitayama, S. (1991). Culture and self: Implications for cognition, emotion and motivation. *Psychological Review, 98,* 224-253.
2. \*Hofstede, G., & McCrae, R. R. (2004). Personality and culture revisited: Linking traits and dimensions of culture. *Cross-Cultural Research*, *38*, 52-88.
3. Vedantam, S. (2017). How labels can affect people’s personalities and potential. Hidden Brain. NPR. [Audio podcast]. Retrieved from <https://www.npr.org/2017/12/11/569983801/how-labels-can-affect-peoples-personalities-andpotential?utm_source=npr_newsletter&utm_medium=email&utm_content=20171213&utm_campaign=npr_email_a_friend&utm_term=storyshare>

**Week 12 (Nov. 10 lecture & Nov.12 seminar) Mental Health**

1. \*Canino, G. & Alegria, M. (2008). Psychiatric diagnosis: Universal or relative to culture? *Child Psychology and Psychiatry,* *49* (3), 237-250.
2. \*Meyer, I.H. (2013). Prejudice, social stress, and mental health in lesbian, gay and bisexual populations: Conceptual issues and research evidence. *Psychology of Sexual Orientation and Gender Diversity,* 1 (8), 3-26.
3. Padma, T.V. (2014). The outcomes paradox. Nature, 508 (3), 14-15.
4. Paniagua, F.A. (2000). Culture-bound syndromes, cultural variations, and psychopathology, in I. Cuéllar & F.A. Paniagua, Eds., *Handbook of multicultural mental health: Assessment and treatment of diverse populations* (pp. 140-141). New York: Academic Press.
5. \*Sue, S., & Zane, N. (1987). The role of culture and cultural techniques in psychotherapy: A critique and reformulation. *American Psychologist, 42*, 37-45.
6. \*Trujillo, M. (2008). Multicultural aspects of mental health. *Primary Psychiatry, 15* (4), 65-84.

**Week 13 (Nov. 17 & Nov. 19) *Exam week. Take home and open book exam over topics from weeks 7-12 will be administered on Nov. 19 at the beginning of class. The exam is due Nov. 21 at the beginning of class.***

**Week 14 (Nov. 24) Proposal presentations and Feedback**

**Week 15 (Dec. 1 & 3) Proposal presentations and Feedback**

**Finals week (Dec. 10, Tuesday 11 a.m.) Proposals at 2:00 p.m.**