

Cultural Diversity and Psychology Spring 2021

Course Information

- Course number: PSY 4323.001
- Meeting time on Microsoft Teams: Mon-Wed 10:00-11:15
- Instructional mode: Remote/Synchronous Online Learning

If you plan to participate in this course *via asynchronous access*, you need to notify Dr. Park as soon as possible. See [this webpage](#) to learn how asynchronous instruction will apply to lectures.

Contact Information

Professor:	Jiyoung Park, Ph.D.
Email:	j.park@utdallas.edu
Office hours:	Wed 4:00-5:00

To attend office hours virtually, sign up for a 15-min slot between 4:00-5:00 PM on Wednesdays by visiting my scheduling site (<https://calendly.com/jypark/psy4323>). If none of the available times works for you or if you need a longer session, email me to arrange a time to meet outside of regular office hours. I will hold office hours in Teams (see the course *eLearning* site for the link).

Course Description

Cultural influence is ubiquitous—culture shapes our daily experiences such as the way we feel, think, and behave and it also creates external social environments such as public artifacts, practices and customs, and institutions. This course will review classic and current research in the field of cultural psychology by focusing on its major theoretical approaches and methodologies. Specifically, the course aims to understand (a) how the mainstream American culture differs from other cultures, (b) what implications these cultural differences have for psychological tendencies, and (c) what mechanisms underlie these cultural influences. The course will be largely based on the literature comparing the mainstream American culture with East Asian cultures, but other cultural factors (e.g., social class, regional variation within the U.S., other race/ethnic groups) will also be discussed.

Student Learning Objectives

After completing this course,

- Students will have a sense of what culture is, the methods cultural psychologists use to explore cultural differences and similarities, the processes through which culture influences the human mind (e.g., feelings, thoughts, actions, and motivations), and the mechanisms that underlie cultural influences at different levels of analysis (e.g., behavioral and neural).
- Students will be knowledgeable about psychological processes shaped not only by between-cultural variables (e.g., East-West differences), but also by within-cultural constructs (e.g., social class).
- Students will be able to apply concepts, theories, and findings from cultural psychological research to issues in their everyday life and their cultural identity.

Required Readings

- Heine, S. J. (2020). *Cultural psychology* (4th Edition). New York: Norton.
- Markus, H. R., & Conner, A. (2014). *Clash! How to thrive in a multicultural world*. New York: Hudson Street Press.
- All non-textbook readings will be made available on the course's *eLearning* site.

Course Modality and Expectations

- **Course meeting platform.** All class meetings will occur synchronously in Teams during the regular class times. Students can access the course meeting either by using the link posted in the *eLearning* course or by using the link in Teams. For more information about how to access meetings, see <https://dox.utdallas.edu/instruction1160>. Students are strongly encouraged to attend live lecture sessions. It will help you keep up with the course schedule and interact with me and also with your peers.
- **Class recordings.** For those who cannot attend live lectures due to technical issues or other circumstances, all lecture sessions will be recorded, and these recordings will be available in Streams. If you missed live lectures, make sure to watch the recordings as soon as possible so that you do not fall behind. See <https://dox.utdallas.edu/instruction1159> for instructions on how to access recordings. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).
- **Course material access and navigation.** Important announcements, new assignments, revisions to the syllabus, and your grades will be posted on the course *eLearning* site. It is your responsibility to check this website regularly. Also make sure that you have a UTD email address on this account. Any email to students enrolled in this class will be sent through UTD email.

Course Structure

The class will involve a mix of lecture, film, discussion, and other in-class activities to amplify, explain, and demonstrate the materials in the textbooks. Lectures supplement the readings; many times, I will present studies, theories, and ideas that are not necessarily covered in the readings, so it is important to attend the lectures. It is also critical that you do the readings for this course. Each week you are required to read (a) textbook chapter(s) (Heine, 2020 or Markus & Conner, 2014) and/or (b) one or two empirical paper(s) (i.e., a research article that reports the results of scientific investigations to test a certain hypothesis based on data) (see the reading list at the end of the syllabus). Chapters will provide theoretical background and literature review of the topic we will cover each week, while reading empirical papers will provide you with an opportunity to understand the process through which cultural psychological research is conducted, communicated, evaluated, and/or implemented.

Course Requirements

- Participation and in-class activities (20%).** Throughout the semester, the lecture will incorporate various in-class activities including class discussions. Regular class participation is expected regardless of course modality. Your participation will be monitored throughout the semester and will count towards your final grade. There are NO make-ups for in-class activities. In any event, you are responsible for any work that you miss and missing class is no excuse for not turning in any assignment.
- Exams (60%).** There will be two exams; Exam 1 (**3/8, Mon**) and Exam 2 (**5/5, Wed**). Each exam will draw on readings and lectures from Week 1 to Week 7 (Exam 1) and from Week 8 to Week 15 (Exam 2), respectively. Each format will be multiple choice, fill-in the blank, and short answer. Exams will cover information provided in both the textbooks and lectures, so it is important that you complete the required reading and attend class on a regular basis.
- Writing assignments (20%).** Writing assignments will require you to utilize course readings in order to construct a thorough, thoughtful, and critical analysis of the assignment theme. There will be two assignments (see below for a due date for each). More details will be provided on what I expect for each

paper during the semester and on *eLearning*. You will be penalized 10% of your grade for every day a paper is late. I will not accept assignments submitted more than 3 days after the due date.

- Writing assignment 1. Film response paper (10%): Due **11:59pm, 3/1 (Mon)**
- Writing assignment 2. Cultural analysis of advertisement (10%): Due **11:59pm, 4/12 (Mon)**

Final Grade Breakdown

Participation and in-class activities	20%
Exam 1	30%
Exam 2	30%
Writing assignment 1	10%
Writing assignment 2	10%
<hr/> Total	<hr/> 100%

Final letter grades will be based on the following percentages: 97-100% = A+, 93-96% = A, 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, 77-79% = C+, 73-76% = C, 70-72% = C-, 67-69% = D+, 63-66% = D, 60-62% = D-, 0-59% = F.

Other Policies

- Contacting me.** The best way to reach me is by email rather than by phone or *eLearning*. Please put the course abbreviation (PSY4323) in your subject line and include your first and last name in the message. You should use a UTD email address for all email correspondence (see the [Email Use university policy](#)). Anticipate that it may take me 24 hours to respond to emails and longer on weekends.
- Accommodations.** Please email me if you require special accommodations due to learning disabilities, religious practices, physical requirements, medical needs, or any other reason.
- Classroom etiquette.** It is critical that you show respect for your classmates and the instructor. We will be discussing some complex issues that people will often disagree about, but these disagreements must be conducted in a respectful manner. This applies to individual communications with me or each other, and group discussions with me or each other. Students who fail to follow etiquette guidelines may be dismissed from class.
- Academic integrity.** I expect you to maintain the highest standards of academic integrity. Plagiarism or cheating on any assignment is absolutely forbidden and will result in a failing grade on the assignment, and possibly a failing grade in the course. You are responsible for knowing the University's academic honesty policy (<https://www.utdallas.edu/conduct/dishonesty/>). A few key examples to note (although this is not an exhaustive list): Cutting and pasting from a website is considered plagiarism; lying about illnesses or other details related to missed work or classes counts as academic misconduct. You are encouraged to discuss assignments with your classmates. However, all assignments must be completed independently. Turning in identical assignments is considered cheating.

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record: <http://go.utdallas.edu/syllabus-policies>.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Course Outline

Week	Dates	Topic	Mark Your Calendar
Week 1	<u>1/18</u> , 1/20	Cultural Psychology: What Is It?	No Class (1/18) – MLK
Week 2	1/25, 1/27	Research Methodology	
Week 3	2/1, 2/3	Culture and the Self: European American Cultural Cycles	
Week 4	2/8, 2/10	Culture and the Self: East Asian Cultural Cycles	
Week 5	2/15, 2/17	Within-Cultural Variation: Social Class	RECEIVE Writing Assignment 1 (2/17)
Week 6	2/22, 2/24	Culture and Cognition	
Week 7	3/1, 3/3	Culture and Emotion	DUE Writing Assignment 1 (by 11:59pm, Mon, 3/1)
Week 8	3/8, 3/10	Culture and Motivation	Exam 1 (3/8)
Week 9	<u>3/15</u> , <u>3/17</u>		No Class – Spring Break
Week 10	3/22, 3/24	Culture and Relationships	
Week 11	3/29, 3/31	Culture and Development	RECEIVE Writing Assignment 2 (3/31)
Week 12	4/5, 4/7	Culture and Health	
Week 13	4/12, 4/14	Cultural Neuroscience	DUE Writing Assignment 2 (by 11:59pm, Mon, 4/12)
Week 14	4/19, 4/21	Acculturation and Multiculturalism	
Week 15	4/26, 4/28	Ecology, Migration, and Culture	
Week 16	5/3, 5/5	Course Wrap-Up & Exam 2	Exam 2 (5/5)

***Note.** No class meetings on the underlined dates (1/18, 3/15, and 3/17).

Course Readings

Week 1. Cultural Psychology: What Is It?

- 1/18 Mon ✓ No Class - MLK
- 1/20 Wed • Heine, Ch. 1
 • Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29.

Optional supplementary readings:

- Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *The Psychological Foundations of Culture* (pp. 335-346). Mahwah, NJ: Erlbaum. **Read only pages noted.**
- Shweder, R. (1995). Cultural psychology: What is it? In N. R. Goldberger & J. B. Veroff (Eds.), *The Culture and Psychology Reader* (pp. 41-86). New York: New York University Press.

Week 2. Research Methodology

- 1/25 Mon • Heine, Ch. 4
- 1/27 Wed • Nisbett, R. E. (1993). Violence and US regional culture. *American Psychologist*, 48(4), 441-449.

Optional supplementary readings:

- Heine, S. J., Lehman, D. R., Peng, K., & Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales?: The reference-group effect. *Journal of Personality and Social Psychology*, 82(6), 903-918.
- Wong, R. Y. M., & Hong, Y. Y. (2005). Dynamic influences of culture on cooperation in the prisoner's dilemma. *Psychological Science*, 16(6), 429-434.

Week 3. Culture and the Self: European American Cultural Cycles

- 2/1 Mon • Markus & Conner, Intro, Chs. 1, 2, & 10
- 2/3 Wed • Heine, Ch. 6

Optional supplementary readings:

- Markus & Conner, Chs. 6 & 8
- Hochschild, J. L. (1995). What is the American dream? In *Facing up to the American dream* (pp. 15-38). Princeton: Princeton University Press.

Week 4. Culture and the Self: East Asian Cultural Cycles

- 2/8 Mon • Markus, H. R., Mullally, P. R., & Kitayama, S. (1997). Selfways: Diversity in modes of cultural participation. In U. Neisser & D. Jopling (Eds.), *The conceptual self in context: Culture, experience, self-understanding* (pp. 26-40). New York: Cambridge University Press. **Read only pages noted.**
- 2/10 Wed • Ho, D. Y. F. (1996). Filial piety and its psychological consequences. In M. H. Bond (Ed.), *Handbook of Chinese psychology* (pp. 155-165). Hong Kong: Oxford University Press.

Optional supplementary readings:

- Beech/Akaushi, H. (2011, March 20). Aftermath: How Japan will recover from the quake. *Time*. Retrieved from <http://www.time.com/time/printout/0,8816,2059454,00.html>
- Muller, K. (2005). *Japanland: A year in search of Wa*. New York: Rodale. Read Introduction (pp. viixi), Ch. 1 (pp. 3-11), Ch. 4 (pp. 32-47), and Ch. 8 (pp. 93-96)

Week 5. Within-Cultural Variation: Social Class

- 2/15 Mon • Markus & Conner, Chs. 3 & 5
- 2/17 Wed • Stephens, N. M., Markus, H. R., & Phillips, L. T. (2014). Social class culture cycles: How three gateway contexts shape selves and fuel inequality. *Annual Review of Psychology*, 65, 611-634.
✓ **RECEIVE** Writing assignment 1

Optional supplementary readings:

- Lubrano, A. (2003). Introduction. In *Limbo: Blue-collar roots, white-collar dreams* (pp. 1-29). New York: Wiley.
- Piff, P. K., Stancato, D. M., Côté, S., Mendoza-Denton, R., & Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences*, 109(11), 4086-4091.

Week 6. Culture and Cognition

- 2/22 Mon • Heine, Ch. 9
- 2/24 Wed • Nisbett, R. E., & Miyamoto, Y. (2005). The influence of culture: holistic versus analytic perception. *Trends in Cognitive Sciences*, 9(10), 467-473.

Optional supplementary readings:

- Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: holistic versus analytic cognition. *Psychological Review*, 108(2), 291-310.
- Uskul, A. K., Kitayama, S., & Nisbett, R. E. (2008). Ecocultural basis of cognition: Farmers and fishermen are more holistic than herders. *Proceedings of the National Academy of Sciences*, 105(25), 8552-8556.

Week 7. Culture and Emotion

- 3/1 Mon • Heine, Ch. 10
✓ **DUE** Writing assignment 1 (by 11:59pm)
- 3/3 Wed • Su, J. C., Lee, R. M., Park, I. J., Soto, J. A., Chang, J., Zamboanga, B. L., ... & Seol, K. O. (2015). Differential links between expressive suppression and well-being among Chinese and Mexican American college students. *Asian American Journal of Psychology*, 6(1), 15-24.

Optional supplementary readings:

- Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, 2(3), 242-259.
- Uchida, Y., & Kitayama, S. (2009). Happiness and unhappiness in east and west: Themes and variations. *Emotion*, 9(4), 441-456.

Week 8. Culture and Motivation

3/8 Mon ✓ Exam 1

3/10 Wed • Heine, Ch. 8

Optional supplementary readings:

- Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology*, 76(3), 349-366.
- Savani, K., Markus, H. R., Naidu, N. V., Kumar, S., & Berlia, N. (2010). What counts as a choice? US Americans are more likely than Indians to construe actions as choices. *Psychological Science*, 21, 391-398.

Week 9. No Class – Spring Break

Week 10. Culture and Relationships

3/22 Mon • Heine, Ch. 11

3/24 Wed • Adams, G., Anderson, S. L., & Adonu, J. K. (2004). The cultural grounding of closeness and intimacy. In D. Mashek & A. Aron (Eds.), *Handbook of Closeness and Intimacy* (pp. 321-339). Mahwah, NJ: Erlbaum.

Optional supplementary readings:

- Pasapath, M. (2002). Arranged marriages: What's love got to do with it? In M. Yalom & L. L. Carstensen (Eds.), *Inside the American Couple* (pp. 211-235). Berkeley, CA: University of California Press.

Week 11. Culture and Development

3/29 Mon • Heine, Ch. 5

3/31 Wed ✓ **RECEIVE** Writing assignment 2

Optional supplementary readings:

- DeLoache, J. S. & Gottlieb, A. (2000). If Dr. Spock were born in Bali: Raising a world of babies. In J. DeLoache & A. Gottlieb (Eds.), *A world of babies: Imagined childcare guides for seven societies* (pp. 1-27). Cambridge: Cambridge University Press.
- Hudley, E. V. P., Haight, W., & Miller, P. J. (2003). *Raise up a child*. Chicago, IL: Lyceum Books. Only Introduction – Interlude 1 (pp. xiii-57)

Week 12. Culture and Health

4/5 Mon • Heine, Ch. 13

4/7 Wed • Kitayama, S., & Park, J. (2017). Emotion and biological health: the socio-cultural moderation. *Current Opinion in Psychology*, 17, 99–105.

Optional supplementary readings:

- Kitayama, S., Park, J., Boylan, J. M., Miyamoto, Y., Levine, C. S., Markus, H. R., ... & Ryff, C. D. (2015). Expression of anger and ill health in two cultures: An examination of inflammation and cardiovascular risk. *Psychological Science*, 26(2), 211-220.

- De Vaus, J., Hornsey, M. J., Kuppens, P., & Bastian, B. (2018). Exploring the East-West divide in prevalence of affective disorder: A case for cultural differences in coping with negative emotion. *Personality and Social Psychology Review*, 22(3), 285-304.

Week 13. Cultural Neuroscience

- 4/12 Mon
 - Begley, S. (2007). How thinking can change the brain. *Science*, 10, 02.
 - Maguire, E. A., Gadian, D. G., Johnsrude, I. S., Good, C. D., Ashburner, J., Frackowiak, R. S., & Frith, C. D. (2000). Navigation-related structural change in the hippocampi of taxi drivers. *Proceedings of the National Academy of Sciences*, 97(8), 4398-4403.
 - ✓ DUE Writing assignment 2 (11/59pm)
- 4/14 Wed
 - Na, J., & Kitayama, S. (2011). Spontaneous trait inference is culture-specific: Behavioral and neural evidence. *Psychological Science*, 22(8), 1025-1032.

Optional supplementary readings:

- Han, S., Northoff, G., Vogeley, K., Wexler, B. E., Kitayama, S., & Varnum, M. E. (2013). A cultural neuroscience approach to the biosocial nature of the human brain. *Annual Review of Psychology*, 64, 335-359.
- Zhu, Y., Zhang, Li., Fan, J., Han, S. (2007). Neural basis of cultural influence on self-representation. *Neuroimage*, 34, 1310-1317.

Week 14. Acculturation and Multiculturalism

- 4/19 Mon
 - Heine, Ch. 7
- 4/21 Wed
 - Gillem, A. R., Cohn, L. R., & Throne, C. (2001). Black identity in biracial Black/White people: A comparison of Jacqueline who refuses to be exclusively Black and Adolphus who wishes he were. *Cultural Diversity and Ethnic Minority Psychology*, 7(2), 182-196.

Optional supplementary readings:

- Maddux, W. W., Adam, H., & Galinsky, A. D. (2010). When in Rome... lean why the Romans do what they do: How multicultural learning experiences enhance creativity. *Personality and Social Psychology Bulletin*, 36(6), 731-741.
- Hong, Y., Morris, M. W., Chiu, C., Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55(7), 709-720.

Week 15. Ecology, Migration, and Culture

- 4/26 Mon
 - Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science*, 344(6184), 603-608.
 - Santos, H. C., Varnum, M. E. W., & Grossmann, I. (2017). Global increases in individualism. *Psychological Science*, 28(9), 1228-1239.
- 4/28 Wed
 - Varnum, M. E. W., & Kitayama, S. (2011). What's in a name? Popular names are less common on frontiers. *Psychological Science*, 22, 176-183.

Optional supplementary readings:

- Kitayama, S., Park, H., Sevincer, A. T., Karasawa, M., & Uskul, A. K. (2009). A cultural task analysis of implicit independence: comparing North America, Western Europe, and East Asia. *Journal of Personality and Social Psychology*, 97(2), 236-255.

Week 16. Course Wrap-Up

5/3 Mon • Course wrap-up; No reading is required

5/5 Wed ✓ Exam 2

***Note.** This syllabus is subject to revision at any time by the instructor.