Welcome to cultural psychology! This course explores that way that groups of humans form and maintain shared, transmittable bodies of the norms, beliefs, values, practices, and the like, and how such ‘cultural models’ affect individual thought, feeling, and behavior. It conveys a high-validity knowledge-base for cultural psychology. This course takes a global, international perspective on culture and psychology, though with some applications to cultural differences within the USA. The course format is primarily a series of talks (i.e., lecture), with some discussion opportunity and/or in-class exercises at every session. This course has extensive readings; you’re expected to read everything assigned.

Expected learning outcomes include: (a) knowledge useful to you in any future endeavor that involves interacting with people from different backgrounds, and (b) insight into your own ways of thinking, interacting, and organizing your time with an increased awareness of how your mindset and your way of life reflects particular cultural models as well as a certain few cross-cultural universals. Moreover (c) you will likely increase your appreciation for what is variable or malleable in persons around the world, both within and across cultures, but also your appreciation for what humans have in common, increasing capacity for useful critical thinking about human behavior, but also increasing interest, respect, and compassion for people from all backgrounds.

When you complete this course, you will earn 4 credits toward your degree. Four credits are the equivalent of 120 hours of work across the term, or 12 hours per week for 10 weeks. You will spend 3 hours engaged with class sessions each week. The other 9 hours will be spent completing reading assignments, researching and writing for papers, and studying for quizzes and exams. Most weeks you should plan to spend about 6 hours on reading and quiz preparations. Your workload will increase when you are studying for the midterm and the final exam, and when you are working on your written assignments.

Assignments and Grading

Your final course grade is based on the following (percentage of final grade, then maximum points shown):

- 8% ...credit for four “advance-reading responses” (40 points, 10 for each credited response)
- 6% ...discussion-group credit (30 points) (9 each for the 1st and 2nd, and 6 each for the 3rd and 4th participated in)
- 2% ...class attendance credit (10 points) – see spring 2021 addendum for some key relevant details
- 6% ...grade on early-in-term exploration paper (30 points)
- 5% ...grade on outline/abstract of your research paper (25 points)
- 20% ...grade on final version of research paper (100 points)
- 20% ...score on the midterm quiz (100 points)
- 33% ...score on final exam (165 points)

This point system is designed to make the credit totals show well online on Canvas. Maximum total for course: 500 points. What follows is more detail on each of these components (a guide to doing well in the course).

The exams – both midterm quiz and final – consist of a multiple-choice-and-true-false section (80% of the point total for the exam) concentrating on key concepts (definitions and examples of them), followed by a set of open-ended ‘four-sentence-response’ questions (20% of the point total for the exam). Open-ended questions come from among the “rather big questions” listed at the end of this syllabus. They are exact questions, though they may be revised during the term to increase clarity. Open-ended questions on the midterm exam will be drawn from among the earlier set of the big questions; those on the final exam will be from the later set.
Open-ended responses have a four-sentence limit. Multiple-choice and true-false items especially emphasize material covered both in assigned readings and in class. A study guide is issued about a week before each exam.

**Advance-Reading Responses** are responses to assigned readings. They should be sent electronically to the course TA, via submission on Canvas. They are due at 10 am on class days, thus the reading response is due, essentially, at the beginning of the class meeting (that meeting associated with a given reading). The purpose of advance-reading responses is manifold: to stimulate students to actively engage with readings, to be earlier and better prepared for class (and exams), and also to provide important raw material for educative group discussions. The length for an advance-reading response is exactly one (full, can be single- or double-spaced) page of text for each. Each reading response must be based on the assigned readings corresponding to a due date for the reading response. For each reading response, you must refer to the content in the assigned reading for that due date (citing specifically one or more pages in the reading). Here is a guiding framework:

*After a sentence or two or three describing some relevant point(s) in what you have read (thus demonstrating accurate knowledge of some content in the reading), use one of these three 'magic phrases':*

i. ‘But here is an important question.’ Then describe an important question or controversy (related to the relevant point[s]) that has not been (and perhaps will not be easily) answered or settled, OR

ii. ‘But here I found something I must question.’ Describe something -- an idea or finding or inference or assumption or over-simplification or way of labeling or summarizing things -- that you found in the reading (related to the relevant point[s]) that you think is questionable -- and what makes it questionable, OR

iii. ‘And here is the most important point in the entire reading for today.’ Describe something (an idea or finding, related to the relevant point[s]) you think is very important and explain why you think it is more important (has priority over) than one or more other things emphasized elsewhere in the reading. Identify clearly what these other things are, it is not enough to just say something is important, say also what is less important.

To get full credit, your response must be something that (in the judgment of course TA or instructor) could conceivably be discussed in this class. It should include one of the ‘magic phrases’ (or something close). To get full credit for this part of the course, you must complete four advance-reading responses satisfactorily during the term, and they must be distributed across four time-divisions of the class (one for each section indicated at the end of the syllabus by code [a] through [d]). You have considerable freedom in deciding which class sessions or readings to submit reading responses for. But the (a) through (d) distribution does require that you spread them across the term instead of (kind of a bad habit!) waiting till the end of the term to do them all. Reading responses are not accepted late, or for wrong readings for a date. Good idea to try an (a) response in the first two weeks of term.

**Discussion groups** will occur in the latter part of a class session, and you will be assigned to a specific discussion group sessions when they occur. Discussion-group opportunities will arise for each student at six class sessions, to which the student will be pre-assigned. To get full credit for this part of the course you need documented participation in four of these six. There is a bit of benefit/reward for participating in all six, however (see next paragraph). For format, see the spring-2021 addendum at end of syllabus.

There is a bit of *credit for attendance* (2% of grade; 10 points). You get all this credit automatically, unless you fail to engage with Canvas and Zoom to a minimum degree across the term during the course. (Definition of what counts as a “minimum degree” will be announced on Canvas.) Should you happen to be documented as participating in all five (rather than just the required three) group-discussions assigned to you, you automatically get all this credit, but missing one of them doesn’t necessarily mean you can’t get all the attendance credit.

The *exploration paper* in this course is intended to help you learn how to notice cultural aspects in everyday behaviors, applying concepts learned in the course to subject matter that is “potentially cultural.” Instructions for this paper will be posted within a week from the start of the course. The paper should have complete sentences, good grammar, reasonable organization, and from 1 ½ to 2 ½ double-spaced pages of text.

The *research paper* is designed to better traditional term papers in terms of advancing student learning, in a couple of ways. *First,* students learn more from the writing experience when they have the opportunity to make use of feedback. *Second,* this research paper involves a structure designed to promote reflection, thoughtfulness, and critical thinking involving the contrast of easily-gotten answers with higher-quality answers in a search for truth. The structure involves identifying easy, common, or merely intuitive answers to important questions,
The topic for the paper is chosen by you, within the constraints that you must choose a topic from a limited “menu”; there will be 6-10 different topics done by members of the whole class. Research-paper topics will be focused on some issue on which there are likely to be different points of view. For each topic, one article will be assigned, and one additional article is chosen by you. Multiple students will be working on the same topic, but there is no joint or group product and no group grade for the research paper. Papers on one topic are evaluated simultaneously, so be sure that, if you are influenced by the thoughts of other students, that contribution is acknowledged accurately and openly (so as to avoid “plagiarism” — see note below). Originality is one of the grading criteria.

A good first step is to come up with some initial reasonable responses for the short section 1 above (you can revise these initial responses later, of course). A good second step would be to then read the assigned article. You might develop a very carefully thought-out response to it — what you agree with and don’t, what you think is well-supported by evidence and what isn’t, what seems logical or illogical, what might be left out — in other words, a first provisional response to the longer section 2 above. At this point you are in a good position to prepare a research-paper outline or abstract. The next step would be to find another source (article), and do the same for it; you could do this step before preparing the outline or abstract, but it may be easier to do this afterwards. The research-paper outline/abstract must all fit on one side of one sheet of paper, and be turned in as hard-copy. For the outline/abstract only it is OK to use single-spacing if you wish. It should give us (instructor and TA) an idea of the direction you are planning for your paper; the more specific and/or thoughtful the outline/abstract is, the more likely we are going to be able to give you a high quantity of useful feedback. Extremely vague and overly general outlines/abstracts don’t get full credit.

As for the final research-paper, bear in mind what Gracián wrote in 1647: “good things, when short, are twice as good.” The aim is to create a paper that packs a lot of valuable thinking into a relatively brief space. It should be a minimum of five full double-spaced pages in length (not counting reference list), and at a maximum it should not exceed seven full double-spaced pages in length, not counting reference list. It must be double-spaced throughout, and with a size 12 font. You should include (cite, discuss) also the best additional journal article you could find; you are free to change what you identify as the best additional article after you turn in the outline (in case you identify one there). This must be a journal article, not a book, book chapter, or internet site or page. (Why? Because you should identify a scientifically peer-reviewed source. Otherwise, what you come up may better qualify for section 1 above, rather than section 3!) You are free to cite and reference more than one
additional journal article if you wish to. Note that this paper is not an assignment to report or to “critique the article” in all possible ways – instead you are to use these articles in the course of trying to answer in the best possible way the basic question posed by the research-paper topic. Keep focus on that question, that topic.

The final research-paper is graded on the following main criteria:

A. Is typed, readable, free of gross spelling and typographic errors
B. Is well-organized and focused (not rambling, or with irrelevant sections)
C. Has all four sections identified above (your numbering these helps us identify how it does this)
D. Does a good job of identifying divergent potential points of view regarding the question
E. Provides a concise description of what main points each article makes that is highly relevant to the topic question. (Not a summary of the article overall, but of details most importantly relevant to the topic question.)
F. Applies critical thinking to the research approaches described. For example: examines how good is the supporting evidence (or the rationale), how good (relevant, reliable, large effect size, large sample, etc.) is this evidence (or rationale) is, whether some other reasonable interpretation of findings is plausible but has not been ruled out, and other issues.
G. Originality – indications are that (at least) the thinking is your own and (at best) it goes beyond and even challenges the “conventional wisdom” or “commonsense view” on aspects of the topic
H. Includes use of the assigned article(s) and one additional journal article
I. The citations and reference list in APA style; search https://library.uoregon.edu for ‘APA citing style’ to access help on APA styles. Note: On paper or abstract/outline: no title page necessary, no binders or covers.

Papers (exploration paper, research paper, also outline/abstract) turned in late lose 10% of their points for each weekday not turned in (starting with the due date). With some course requirements, alternative arrangements for due dates may be possible but only when an authoritative excuse is presented in advance of an absence.

Your final grade in the course is based on the total of your points(papers, exams, participation, etc.) A range is exactly 90.00% or better, B range is 80% to 90%, C range 70% to 80%, D range 60% to 70%, F s are less than 60%. ‘+’ and ‘−’ are added to grades if they fall exactly in the top 1/3 or bottom 1/3, respectively, of A, B, C, and D range. In terms of points, A is 450-500, B is 400–450, C is 350-400, D is 300-350, and F is under 300. For department grading standards see: https://psychology.uoregon.edu/courses/department-grading-standards/

Special Requirements for Graduate Students (Psychology 559)

There are special requirements for graduate students taking the course as Psychology 559. Psy559 students will engage specifically with each other several times. This will include a joint graduate-student-and-instructor meeting somewhat early in the quarter (typically by about the third or fourth week of the term).

Academic Integrity

This instructor takes academic integrity seriously. Insuring the "validity" of grades requires seeing that they reflect honest work and learning rather than cheating. Cheating is defined as providing or accepting information on an exam, plagiarism or copying anyone's written work. Students caught cheating will be given an "F" for the course, and UO’s student conduct coordinator will be informed. The instructor retains the right to assign seats for tests, to change individual's seating for test security purposes, to require and check ID for admission to tests. "Plagiarism" is basically a form of theft: putting your name on work that is (in any part) not yours, where you have not fully identified the source from which you borrowed. Even taking someone else's ideas or paraphrasing their expression, without acknowledgment, is plagiarism. Be aware that the instructor is knowledgeable about computer-age plagiarizing techniques and how to diagnose their use. "Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed" (quoting Nancy Cotton of Wake Forest U.).

List of Psych. 459/559 additional readings (in APA style), these will be made available via canvas.


PSYCHOLOGY 459 (559) SCHEDULE: What’s Happening When

March 29  Syllabus; overview of the course and introduction to what is ‘cultural’
✓ Reading Assignment (i.e., for session listed on next line below): Heine chs. 1-2

March 31 (a)  Universality and cultural specificity; culture and human nature
✓ Reading Assignment: Heine ch. 3, pp. 71-100

April 5 (a)  Cultural learning and cultural evolution; discussion groups
✓ Reading Assignment: Heine ch. 3, pp. 100-115; Wallace (1956)

April 7 (a)  Cultural innovation and tradition; crisis and revitalization
EXPLORATION PAPER is due April 12!
✓ Reading Assignment: Heine ch. 4

April 12 (a)  Considerations and methods for good cultural-psychology research
✓ Reading Assignment: Heine ch. 5

April 14 (b)  Development and socialization in cultural perspective; discussion groups
✓ Reading Assignment: Heine ch. 6

April 19 (b)  The self in cultural perspective
✓ Reading Assignment: Saucier (2017) pages 265-278 only

April 21 (b)  Personality in cultural perspective; distributive model of culture

April 26  MIDTERM QUIZ
✓ Reading Assignment: Heine ch. 7

April 28 (b)  Acculturation, multiculturalism; discussion groups
✓ Reading Assignment: Heine ch. 8; Schwartz (2012)

May 3 (c)  Motivation and values in cultural perspective
✓ Reading Assignment: Heine ch. 9, pp. 335-356

May 5 (c)  Cultural effects on (and cultural styles in) cognition and perception
✓ Reading Assignment: Heine ch. 9, pp. 357-379

May 10 (c)  Language and culture; linguistic relativity; discussion groups
OUTLINE/ABSTRACT OF RESEARCH PAPER is due (on Canvas) May 12!
✓ Reading Assignment: Heine ch. 10

May 12 (c)  Emotions
✓ Reading Assignment: Heine ch. 11

May 17 (d)  Relationships and interpersonal attraction
✓ Reading Assignment: Heine ch. 12

May 19 (d)  Ethics, morality, religion: Universals and cultural specificity; discussion groups
✓ Reading Assignment: Heine ch. 13 and also ch. 15 pp. 582-595

May 24 (d)  Culture and justice; culture and physical health
✓ Reading Assignment: Heine ch. 14, pp. 533-556

May 26 (d)  Culture and mental health

FINAL VERSION OF RESEARCH PAPER is due June 2, at beginning of class (submit on Canvas)

June 2 (d)  Cultural universals/specifics in treatments for disorders; integration; discussion groups

June 10 (Thursday), 10:15 am, FINAL EXAM

Letters in parentheses: you are expected to turn in one reading response for any one of the (a) sessions, any one of the (b) sessions, and so on for (c) and (d) sessions. See syllabus above for details.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. What is the best way of defining ‘culture’?</td>
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<td>2. What aspects of human life are most ‘cultural’ and what aspects are least cultural?</td>
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<td>3. When does ‘culture’ mean the same thing as ‘nation’ or ‘society’ or ‘or ethnicity’ or ‘a particular group of individuals’?</td>
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<td>4. How is culture in humans most different from culture as it is found represented other species?</td>
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<td>5. What is the best way to discover and/or measure the cultural aspects of human behavior?</td>
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<td>6. What research methods help prevent or correct for cultural bias in psychology research?</td>
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<td>7. What are the ways in which change most often occurs in a cultural system?</td>
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<td>8. How do societies maintain their cultural system, and what do individuals do that contributes to that?</td>
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<td>9. Which aspects of culture are learned especially early in child development?</td>
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<td>10. How is the nature of ‘the self’ most different when one compares cultures?</td>
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<td>11. What are universals with regard to the self (what is true of the self in all cultures)?</td>
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<td>12. What are examples of a culture (or cultural system) having a particular personality characteristics that it molds and socializes individuals to develop, in distinction from many other cultures that emphasize other characteristics? (If there are no good examples, explain why such examples are hard to find.)</td>
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<td>13. What evidence supports the idea that all cultures have the same basic array of personality characteristics, with cultural differences not being large?</td>
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<td>14. How do values vary most across cultures?</td>
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<td>15. How do motivations vary most across cultures?</td>
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<td>16. What is (apparently) true of values in all cultures?</td>
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<td>17. What is (apparently) true of human motivation in all cultures?</td>
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<tr>
<td>18. With regard to cognition and perception – what are the most important differences between Eastern and Western cultures?</td>
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<td>19. With regard to cognition and perception – what are the most important differences between cultures found in indigenous and small-scale societies, and those found in large-scale societies?</td>
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<td>20. What are the most important cultural differences in those aspects of culture that most impact the nature of social relationships and family relations?</td>
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<td>21. What are the most important cultural differences in those aspects of culture that most impact relations between in-groups and out-groups?</td>
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<td>22. With respect to emotions: What are the most important cross-cultural differences?</td>
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<td>23. Which emotion-related phenomena are most universal across cultures?</td>
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<td>24. With respect to mental health: What are the most important cross-cultural differences?</td>
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<td>25. Which mental-health phenomena are relatively universal across cultures?</td>
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<td>26. Where does one observe the most cross-cultural variability (and in what way) with respect to matters of morality or justice?</td>
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<td>27. How is justice conceived differently according to which culture one is in?</td>
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<td>28. How is morality conceived differently according to which culture one is in?</td>
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<tr>
<td>29. In regard to morality and justice, which phenomena are relatively universal – found similarly across cultures?</td>
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<td>30. What are the best examples of how human culture has an effect on human biology (genetics, physiology, brain)?</td>
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<td>31. What evidence most impressively indicates how culture has an impact on health?</td>
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<td>32. (An integrative question) What does the body of knowledge gained so far in cultural psychology tell us about human nature, that is, about what humans are basically like from a psychological perspective?</td>
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Numbers 1-13 are candidates to be on the midterm, and the remaining questions 14-32 are candidates to be on the final exam. But note: number 32 in particular may draw on material from before as well as after the midterm. And if one does appear on your exam…

Responses to above questions should include **two to four basic points, each expressed in exactly one sentence**.
Addendum: Spring 2021 Remote-Learning Logistics

- Class sessions will tend to involve a mixture of three types of interaction: lecture (and question/discussion), video (usually via Panopto, but always incorporated into Zoom meeting), and some time-bloc devoted entirely to discussion and in-class exercises and questions, including especially a lengthy time-bloc devoted to discussion-groups (at some sessions). Except for quiz/exam days, class sessions will always begin with a live Zoom session, and the live Zoom session will always be the biggest timewise, and sometimes the only format.

- Where used, the video portion will sometimes be a 10-25 minute portion of the lecture, sometimes accompanied by an instructor-facilitated discussion forum – this format advantageously maximizes instructor availability to interact with questions and discussion at the presentation of course-content, meaning students can say more and instructor can respond more.

- The main time-bloc in each session will be a live Zoom meeting where students will be able to add questions (at least) using the Chat feature, and there will be periodic pauses to check for and deal with questions. This format has advantages that come with live, spontaneous engagement. As much as possible, these time-blocs will be recorded and made available via Canvas (under ‘Panopto Recordings’, where pre-recorded video portions will also be found).

- The last bloc (at some class sessions) will involve whole-group discussion and question-and-answer, occasionally including break-out groups. This last bloc will end by around 11:30 am. On the days we have discussion-groups, discussion-groups will begin by about 11:25 am and continue right up to the scheduled end-time of the class at 11:45 am.

- Sometimes the first short activity each class-day will be a short survey completed on Canvas.

- Exams will be conducted via Quiz function on Canvas. They are “open-book.” (Ordinarily, for in-person exams, the policy is this: that no dictionaries, thesauruses, calculators, or electronic devices can be used during the exams, except that a translating dictionary can be allowed for those with English fluency issues, if instructor approves it. However, this policy does not apply to online open-book exams.)

- A full allotment of “sufficient participation” credit is assigned to everyone who (based on available evidence) has attended a majority (over half) of the class sessions. If, because of your time-zone or some other factor, it is very inconvenient for you to attend class sessions in general, contact the instructor about ways this component of class-credit might be adjusted due to your situation.

- Discussion-groups will use two alternating formats. The first round of discussion-groups will be conducted via discussion-forums on Canvas. The second round of discussion-groups will be done live via Zoom breakout rooms. These two formats will alternate throughout the term.

- For the discussion-forum discussion-group format specifically, for full credit a student must make (at least) two posts to their assigned discussion group on Canvas; the first will be an opening post and the second should occur after waiting a few minutes enabling you to view other posts and make further comment.

- For the Zoom-room discussion groups, to get credit a student must be present in the discussion-group’s breakout room (instructor – or a TA – will monitor groups and circulate through them). For Zoom discussion-groups it is strongly recommended to turn your video on – this helps groups work better and faster; if unable to use video for some reason, do consider volunteering for the ‘note-taker’ role that each group needs someone to fill each time, as this role can be carried out quite easily by someone not appearing on video (but with access to audio). If having video and/or audio problems, use the chat feature liberally.