Course Objectives, Expected Learning Outcomes, Estimated Student Workload

Welcome to cultural psychology! This course explores the 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 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 in class each week. The other 9 hours will be spent completing reading assignments, researching and writing for papers, and studying for exams. Most weeks you should plan to spend about 6 hours on reading and studying. Your workload will increase when you are preparing for the midterm and the final exam, and when you are working on your research paper.

Assignments and Grading

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

- 10% - credit for 10 reading responses (50 points, 5 for each credited response)
- 10% - class participation (50 points)
- 25% - grade on research paper (125 points)
- 5% - submission of research topic (25 points)
- 25% - score on the midterm (125 points)
- 25% - score on the final exam (125 points)
This point system is designed to make the credit totals show well online on Canvas. Maximum total for course: 500 points. We calculate exact grades with no rounding. Cut-offs for a “plus” are at x7 and for a “minus” are at x3. For example, an 87.00 is a B+ but 86.99 is a B. What follows is more detail on each of these components (a guide to doing well in the course):

**Exams (50% total)**
Both the midterm and the final consist of a multiple-choice section concentrating on key concepts (definitions and examples of them) followed by a set of mini-essay questions. No dictionaries, thesauruses, calculators, or electronic devices can be used during the exams, except a translating dictionary can be allowed for those with English fluency issues, if the instructor approves it. Multiple-choice items especially emphasize material covered both in the assigned readings and in class. A study guide is issued about one week before each exam.

I WILL NOT GIVE MAKE-UP EXAMS. You must be present in class for every exam at the scheduled starting time. There are two possible reasons for exceptions: (a) You are traveling for a university activity that provides an official academic proctor (typically this only applies to away games for varsity athletes) and you have arranged with me in advance to take your exam remotely, or (b) You have ironclad documentation of a serious emergency (see “Absences” later in this syllabus for details). Otherwise, if you miss an exam, you will get a zero. Plan any travel accordingly, because you cannot take any of the exams early or late.

**Reading Responses (10%)**
There are 10 reading responses due in the course of the term. Each should be submitted via Canvas and are due by 3pm on the day of the class during which the reading is scheduled. The purpose of the 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.

Each reading should contain a question you have related to the reading and/or a unique thought related to the reading. The length should be no more than a paragraph (around 3-6 sentences). Questions might be something you are confused about, something that you think is controversial in the reading, questions related to perceived assumptions or over-simplifications, or some type of similar question. To get full credit, your response must be something that (in the instructor’s judgment) could conceivably be discussed in this class.

**Class Participation (10%)**
Class participation consists of actually coming to class and participating in the discussions, both class-wide and group. Some group discussions will involve writing a few things on paper and submitting it at the end of the class with each group member’s name written clearly.

**Research Paper (25%)**
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, contrasting these answers with better ones identifiable from scientific sources (including one article that is assigned and provided to you), and arriving at a conclusion,
perhaps nuanced, that recognizes the complexity of issues of psychology and/or culture. Here is
the recommended structure for the final version:

1. Introduction (2-3 paragraphs)
   a. Introduce the question
   b. Why the question is important
   c. Provide an initial response to the question based on one of the following and
describe it before then identifying the inadequacies of the response
      i. Subjective response
      ii. Typical response
      iii. Response based off of a superficial google search

2. First article (as many as needed)
   a. Describe the research briefly
   b. Describe the findings
   c. Identify how those findings answer the question
   d. Consider how this article’s answer to the question may be wrong as well as right
      i. Consider the quality of the article and the accuracy of the conclusions
         they reached from the data

3. Second article (as many as needed)
   a. Identify another article that comes closest to correcting something wrong on the
      first one or adding something different and important
   b. Follow the same structure as you did for the first article

4. Conclusion (1-2 paragraphs)
   a. Identify the best answer to the question based on the two articles
   b. Clarify why that answer is better than an alternative answer
   c. Identify what more one would need to know to arrive at a more definitive
      answer to the question

There will be a topic list from which students can choose a question. For each topic, one article
will be assigned, and one additional article will be 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. Avoid collaboration of any kind with other students working on the same topic.
Papers will be judged based on originality and plagiarism is a serious offense.

The paper should be a minimum of five full pages in length and at a maximum it should
not exceed seven full double-spaced pages in length, not counting reference list or title page in
the page count. It must be double-spaced throughout with a size 12 font and no extra spacing
between paragraphs or sections. You should include the best additional journal article you
could find. It must be a peer-reviewed journal article, not a book, book chapter, or internet site.
You are free to cite and reference more than one additional journal article if you wish to. There
will be a rubric with details about the exact criteria posted under the file section on Canvas that
you are strongly encouraged to reference as you write.

Research papers turned in late lose 10% of their points for each weekday they are not
turned in (starting with the due date).
Academic Integrity
This instructor takes academic integrity seriously. Ensuring 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.).

Absences
Exams: If a serious emergency prevents you from taking an exam you must do the following:
1. Notify the instructor as soon as possible (and before the exam unless your emergency prevents you from contacting me). Send an email from your official @uoregon.edu account. A significant delay will mean that your excuse will not be accepted.
2. Provide written and verifiable documentation of your emergency. “Verifiable” means that documentation should be on the official stationery of a medical professional (or other professional relevant to your emergency absence), and it must include contact information for someone that can be called to confirm your documentation.
3. Make-ups or other remedial action will be determined solely at the discretion of the instructor.

Inclusion and Values
One of the instructor’s core scientific values is that scientific knowledge is a public good that belongs to everyone. That means that as an educator, the instructor strives for their classes to be accessible to all, and respectful of diversity, including diversity in race, ethnicity, gender, sexuality, disability, socioeconomic status, religion, and culture. It is important to me that everyone has the opportunity to learn in this class. It is the goal to create a respectful classroom environment where people feel safe to explore difficult topics. Your suggestions, concerns, and other feedback are always welcome, and will be listened to with respect and an open mind.

Accessibility
As stated above, the goal is to create an accessible and inclusive learning environment. Please talk to the instructor if there are aspects of this course that will create barriers for you. You are also encouraged to contact the Accessible Education Center for support (http://aec.uoregon.edu). If you will need accommodations for any exams or assignments, please notify the instructor during the first week of classes.

Changes to this syllabus
The instructor reserves the right to change or waive any part of this syllabus at any time.
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<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment due (by 3 pm)</th>
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<td>1/6 - M</td>
<td>Syllabus; overview of course</td>
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<tr>
<td>1/8 - W</td>
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<td>Chs. 1&amp;2</td>
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<td>Wallace (1956)</td>
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<tr>
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<td>1/27 - M</td>
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<td>Ch. 5</td>
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<td>2/3 - M</td>
<td>Personality in cultural perspective; distributive model of culture</td>
<td>Saucier (2017) p. 265-278</td>
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<td>Ethics, morality, religion, &amp; justice: Universals &amp; cultural specificity</td>
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<td>Reading Response 10</td>
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<td>3/9 - M</td>
<td>Culture &amp; physical health</td>
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<td>3/11 - W</td>
<td>Culture &amp; mental health; universals &amp; cultural specifics in treatments</td>
<td>Ch. 14</td>
<td>RESEARCH PAPER DUE</td>
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*March 16 (Monday), 2:45 pm, FINAL EXAM*