

Psychology 459: Cultural Psychology
8:30-9:50 a.m. Mondays and Wednesdays

Instructor: Seraphine Shen Miller, M.A.
Office: 309 Straub
Email: cshen@uoregon.edu
Phone: 346-4937 with voicemail
Office hours: Wednesdays 10am to 12pm or by appointment

Class Overview

Welcome to Psychology 459: Cultural Psychology. This course will explore current theories and research on how culture influences human psychology. We will examine the main research methods used in cultural psychology, and take an in-depth look at psychological processes, such as learning, self identity, personality, emotion, motivation, cognition, well-being, and social behaviors from the perspective of culture. A focus of this course is to find out whether and how a cultural perspective can deepen our understanding of the particular psychological processes and behaviors in question, at both individual and collective levels. The goals of the course are to introduce you to research in cross-cultural psychology, stimulate critical thinking and analytical skills generally, and help you develop insights about your own culture, the cultures of others, and how culture influences human behaviors. ***This course has extensive readings; you are expected to read everything assigned.***

Required Texts

- Heine, S. J. (2008). *Cultural Psychology*. New York: Norton.
- Supplemental readings listed on class schedule at end of syllabus, made available on blackboard.

Course Requirements & Contract for Grade

The following are requirements for the grade you may choose to receive for this course:

Grade	Requirements
C	Pass 2 exams with end-of-term average of 75% or better 2 Critical Commentaries*
B	Pass 2 exams with end-of-term average of 75% or better 4 Critical Commentaries* 1 Presentation 1 Exploratory Paper (Due Jan 26)
A	Pass 2 exams with end-of-term average of 75% or better 4 Critical Commentaries* 1 Presentation 1 Exploratory Paper (Due Jan 26) 1 Analytical Paper (Due Feb 23) 1 Research Proposal (Due March 9)

****Note: Interested students may engage in 2 hours of research participation to substitute for each Critical Commentary, up to a maximum of 4 hours (two Critical Commentaries).***

You will receive credit for work that is of acceptable quality. Each aspect of each assignment must be completed at a level that shows understanding and mastery of material in order for it to be considered at or above an acceptable level. In the event that the average score of exams is below 75% after the second exam, a student may petition to complete an additional research paper assignment to pass the class.

If work is not of acceptable quality, it will be turned back to you and you will need to re-do the assignment. All re-done assignments are due **within one week** of the date the assignment was handed back to you. If an assignment is not re-done to an acceptable level before the date grades are posted, or if you fail to complete a requirement, you will receive the lower grade for which you have completed all work. **In the first week of the term, you will need to sign and return a contract (due January 12 in class) to indicate the grade for which you plan to complete requirements.**

Class Attendance

Attendance during the class sessions is very important. A big proportion of material on exams will directly address information that has been presented in class, but that is not necessarily in the book or in the supplemental readings. If you anticipate being absent from class, it is *your* responsibility to get information from another student. It is also your responsibility to be prepared for the following class session to the same level as students who attended class the day you missed.

Exams (All Grades)

There will be two exams. Tests will include multiple-choice and true/false questions. Material on the exams will be drawn from required class lectures, textbooks, supplemental readings, and in-class activities. You will need to take **BOTH THE MIDTERM AND THE FINAL. No make-up exam is possible.**

Critical Commentary Paper on Supplemental Reading (All Grades)

Over the course of the ten weeks, you will need to complete either 2 (C grade) or 4 (B and A Grades) critical commentaries on any of the supplemental readings assigned in the syllabus. In each critical commentary paper, you will write about your reaction to ONE of the supplemental (non-textbook) readings. You may include information from the textbook, lecture, or supplemental readings. **Critical commentary papers will be due on the Monday following the week when supplemental readings are listed.**

Guidelines for critical commentary papers:

- 12-point Times Roman, 11-point Arial or equivalent font.
- 1" Margins (top, bottom, left, right) / double-spaced
- *Minimum* of 1 1/2 typed, double-spaced pages.
- *Maximum* of 3 double-spaced pages.
- Source of critical commentary (i.e. the journal article you are reviewing) must be clearly indicated in APA format.
- **Expectations for the content of critical commentaries**
 - Begin with a *brief* (no more than one paragraph) summary that includes the main topics covered in the journal article you are reviewing. Summaries that are too long will **not** be considered as **acceptable**.
 - Clearly indicate which part of the article was intriguing to you, or any questions raised in your mind during or after reading the article.
 - Clearly indicate your thoughts about why this topic is intriguing, and also any potential solutions or answers to the questions you raise.

- This is not as formal as a research paper. You may use first person and fairly conversational language; however, I do expect that you will write in a grammatically correct, coherent way so I can understand what you are trying to say.

Critical Commentary Papers are considered acceptable if the following standards are met:

- Summary covers main points in the target journal article and is no longer than a half-page.
- Intriguing points or questions raised demonstrate critical thinking.
- It appears that a reasonable amount of effort was put forth to write a complete Critical Commentary paper.
- Writing is clear and understandable. (Have another person read it if you are uncertain.)
- Writing is grammatically correct. (Visit the Writing Center if you are unsure.)
- There is no direct reference to "the book," "the lecture," or any other language that shows an assumption that the reader read the article. Critical Commentary papers should be written in a way that a stranger on the street could pick it up and understand it.
- Citations are in APA (American Psychological Association) format.
- Adheres to the plagiarism policy (see below).

Human Subject Research Participation as an Alternative for Critical Commentaries

Each ONE critical commentary paper could be substituted by TWO hours of human subject research participation. You can sign up for a **maximum** of 4 hours of research participation (i.e. as an alternative for up to 2 critical commentary papers). Credits for one critical commentary paper are given ONLY if 2 hours of research participation are completed. In other words, only 1 hour of research participation will not qualify for any substitution; 3 hours of research participation will qualify as a substitution for one critical commentary. As such, you are encouraged to plan ahead. This substitution only applies to critical commentary papers and not to any other assignments in this course.

Presentation (B and A grades)

In this course you will need to do a formal presentation on one empirical article (assigned by January 14). In this presentation, you need to address the following issues:

- (a) What did we know about this subject in the field before the study was conducted, both empirically and theoretically?
- (b) What were the questions that the field could not answer before this study was conducted?
- (c) What were the purposes of the study?
- (d) What were the hypotheses of this study?
- (e) What were the methods used in this study? (e.g. Brief descriptions of Participants, Materials, & Procedures, etc)
- (f) What were the results of the study? Were some or all of the hypotheses supported?
- (g) What were the limitations of the study?
- (h) What were the implications for future research directions?

You are encouraged to present the article as if you were the researcher(s) who conducted the study. You will have 8-10 minutes to present and 5 minutes to answer questions. You are required to do a formal presentation using Powerpoint or overheads.

Exploratory Paper (B and A Grades)

The **exploratory paper** is due on **January 26**. It is designed to help you develop a more personal connection to the subject matter. You are free to choose any one from a menu of small projects or learning activities (see end of syllabus); your exploratory paper is a write-up of your experiences. It should have complete sentences, good grammar, reasonable organization, and **at least 2 complete double-spaced pages** describing what you found (not including the information or data that you collect).

Analytical Paper (A Grades)

There will be **one** analytical paper, **due in class on Wednesday, February 23**. You will need to prepare a concise (**maximum 3 double-spaced typed pages**, standard margins and 12-point font size) paper which includes four key elements: 1) summary and analysis (e.g., strengths & weaknesses) of a primary-source empirical article related to cultural psychology, 2) tie-in between the article you selected and a concept from class, 3) relationship between the article and a recent news story from another country (attach a newspaper clipping or printed version of a **reputable** [e.g., MSNBC, BBC news] internet source to your paper), and 4) some connection to your own culture, your own life, and personal interests.

Basically, these papers require you to select and digest a study related to culture and psychology and to connect it to the assigned reading, to current events, and to something about your own cultural background. Feel free to be creative about how you meet these objectives. This paper is expected to be highly varied, colorful, thoughtful and well written. Make sure to have fun.

Empirical, primary-source articles are basically original reports of research studies that are published in scholarly journals, such as the *Journal of Personality and Social Psychology*, *Journal of Cross-Cultural Psychology*, and/or *Cultural Diversity and Ethnic Minority Psychology*. Secondary (second-hand) reviews of original research articles, such as those found in newspapers, news magazines, and psychology-related magazines (e.g., *Psychology Today* and the *APA Monitor on Psychology*) are not appropriate. It is your responsibility to make sure that your article is appropriate. If you are unsure about an article you are considering for one of your papers, it is your responsibility to check with me. Occasionally, you may find a non-empirical, primary source article, such as a theoretical piece or a scholarly review of an area of research. If you would like special permission to use a non-empirical article for one of your papers, or if you have a question about whether a particular article is appropriate, please contact me at least a week in advance of the paper due date.

These papers are to be **no longer than three double-spaced typed pages of text** (12-point font, standard margins). Be aware that the paper will not be accepted if it exceeds the three-page text limit (or effectively exceeds it by using less than double spacing, reducing margin size or text size, etc.), or if the research article that you select is not appropriate.

Research Proposal (A Grades)

By writing this paper, you will have an opportunity to apply what you are learning in this class by proposing an experiment to study a cultural difference about which you are curious. **Late papers are not acceptable.** Below are some suggestions of topics for you, but feel free to select a topic that is not on the list:

Visual illusion susceptibility
Culture and dreams
Addictions from a cultural perspective
Cognitive style

Aging and self-esteem
Interpersonal attraction and love
Grandparenting styles
Culture-specific psychological disorders

Intelligence	Psychotherapy from a cultural perspective
Caring for the elderly	Child-rearing styles
Achievement motivation	Responses to emotions
The experience of emotion	Locus of control
Gender roles	Parenting styles and family structure
Infant temperament	Attachment
Piaget's theory of cognitive development	Self-perception
Attributions concerning academic success and failure	Conformity

Guidelines for Research Proposal

- 12-point Times Roman, 11-point Arial or equivalent font.
- 1" Margins (top, bottom, left, right) / double-spaced
- *Minimum* of 8 typed, double-spaced pages (not including cover page and reference page).
- *Maximum* of 10 double-spaced pages (not including cover page and reference page).
- Include at least 5 references (from peer-reviewed journals only)
- Start from an **introduction** section that (1) describes the purpose, theoretical basis, and significance of the study, (2) reviews relevant studies, (3) identifies gaps in the literature, (4) establishes how your proposed study addresses a gap or gaps in the literature, (5) describes research questions and/or Hypotheses to be tested (which should be stated clearly, should be testable, and should be grounded in existing theory and research).
- Next, write a **methods** section that describes (a) participants, (b) operational definitions and measures of variables, (c) procedures of the study
- Continue the paper with a **data analysis** section that (a) describes your data analysis plans, and (b) discusses expected results
- Include a discussion section that (a) Identifies limitations (b) and discusses implications of proposed work
- Include a reference list at the end

Research Proposals are considered acceptable if the following standards are met:

- All the components listed in the guidelines are addressed in the paper
- Intriguing points or questions raised demonstrate critical thinking.
- The paper is original with clear indications that the thinking is your own
- Includes use of the required five journal articles
- It appears that a reasonable amount of effort was put forth to write the proposal
- Writing is clear and understandable. (Have another person read it if you are uncertain.)
- Writing is grammatically correct. (Visit the Writing Center if you are unsure.)
- Citations are in APA (American Psychological Association) format.
- Adheres to the plagiarism policy (see below).

Late Assignment Policy

Because of the nature of grading in this course, **assignments will NOT be considered acceptable if turned in late.** If you anticipate an unusual, documented circumstance that prevents you from completing an assignment on time, you must alert the instructor as soon as possible. Except in extreme cases, contacting the instructor after the due date for an exception of the due date policy is not acceptable.

No Electronic Submission

Written assignments may **not** be submitted electronically, except by prior permission of the instructor. All assignments must be clearly typed and printed (no fuzzy or colored toner), stapled, and turned in during class.

How to Prevent Computer Problems

Computer problems are not allowed as an excuse for late submissions of assignments in this course. Because of the availability of computers in campus labs (library, EMU, etc.), you are expected to submit assignments printed clearly and on time. Your greatest insurance policy against computer problems is to avoid completing your work at the last minute. If you are finishing a paper with only moments to spare, you are out of backup options if something goes wrong. If, for some reason, you have tried *everything* and you are still stuck, contact the instructor **BEFORE** the deadline. Some steps (this is not an exhaustive list) you can take to eliminate the possibility of a computer mishap making your assignment late are as follows:

1. ***"I lost my file."*** Save your work every 5 minutes. Find the autosave function in your word processing program and set it to automatically save your document every 3 minutes or so. This way, your recovered document will not be more than 3 minutes of re-doing away. Always back your work up (frequently) on a disk or electronically by a) storing on a remote server (go to Computing Help Center to learn how to do this) or b) sending files to yourself by email attachment.
2. ***"My printer jammed." "I ran out of toner."*** First – allow at least a half-day in advance to print your paper (while a computer lab is open). Have a backup plan for printing your document. By sending your file to yourself by email, you can pick it up on a school computer and print in a computer lab. While expensive, Kinko's is a 24-hour option for printing documents. Make arrangements with a friend, family member, or neighbor for getting help with printing. Ask them in advance: "If I were to have computer problems, would it be okay if I came over and used your printer? Is 2:30 in the morning okay with you? You could do the same at my house." Have a second toner cartridge on hand if you haven't changed yours recently.
3. ***"Something happened to my computer and I don't know how to fix it." "My computer crashed."*** Allow at least a half-day while computer labs are open to finish your work. Computer lab staff can help you if something breaks down. If you work at home, go to the computer help desk when you're on campus to ask questions about functions on your computer you don't understand. If you are unfamiliar with computers, make arrangements to work in a lab until you understand your home system better. (And, see #1 & #2).

Additional notes

Concerns: If you find yourself doing more poorly in the class than anticipated, please see the instructor *sooner* rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.

Accommodations: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments.

- Documented learning or medical disability;
- On a sports team that travels this quarter;
- English is not your first language.

You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible.

Accessing Blackboard

Logging On: You MUST have an email address and be registered for the class in order to log on to *Blackboard*. If you are registered, then you should have received an email letting you know that you are registered for the site. If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <http://libweb.uoregon.edu/kitc/faq/faq.html>.

- Go to <http://blackboard.uoregon.edu>
 - Username: your email address
 - Password: your email password

Plagiarism Policy

Any instance of plagiarism will result, at minimum, in a failing grade on an assignment. It is possible that an instance of plagiarism could result in failing the entire course, depending on the extent to which the plagiarism rules are violated.

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories as one's own, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226).

Changes to syllabus

This syllabus might be liable to changes as the class progresses. The most recent version of the syllabus will be posted on the class Blackboard site. In the event that the syllabus does change, I'll send out an email alerting you to the fact.

CHOICES FOR THE EXPLORATORY PAPER

Your paper is a basically a report of what happened when you did one of the following activities, and what thoughts and feelings ensued. Each activity consists of several questions that need to be addressed in your paper. **You are expected to address EVERY question.** Although the assignment requires you to answer several questions, the final product is to be written in the form of a paper (i.e., sequential paragraphs). Thus, rather than simply listing answers to the questions, you should integrate them in your report. Strive for coherence, clarity, and elegance in your writing. Also, as for all papers, you should use complete sentences and correct grammar and spelling. Most important, have fun writing it! *Note:* Some of these activities involve consulting other people; it is generally a good idea to take some notes on how they respond. These other people you personally consult for your paper should be kept anonymous in your write-up.

1. Psychologists have long emphasized objectivity in research and have expressed concern about bias that stems from the researcher being too close to the groups they are studying. In contrast, anthropologists have traditionally taken an approach that involves taking part in the circumstances one is

describing and analyzing. What are the advantages of being a cultural outsider or a cultural insider? This activity is designed to clarify differences between the insider perspective and the outsider perspective in conducting cross-cultural research. **Direction:** Find an organized group or club that is well known on or off campus. Identify two people to interview about this group: one who is a member (an insider) and one who is not (an outsider). Ask the same following 6 questions to both interviewees: (1) How did you first learn about this group? (2) What are the criteria for membership? (3) How would you characterize the members of this group? (4) What are the goals of this group? (5) How effective is this group in achieving their goals? (6) What is the perception most nonmembers have of this group? Please assure your respondents that their identities will remain confidential. Next, compare the responses from the two interviews, and write a report that addresses the following questions: (1) What are the major differences between the two accounts. (2) What are the advantages and disadvantages of using insiders as an information source? (3) What are the advantages and disadvantages of using outsiders as an information source? (4) What would you recommend for cross-cultural psychologists in terms of being an insider or outsider relative to the cultures they study? Close your paper with a paragraph on what you learned and what you conclude from this experience.

2. One of the many concerns in conducting cross-cultural research is the accuracy of translated materials. This activity will provide you with an opportunity to try out a widely used technique for improving the quality of translated materials called "back translation" (Brislin, 1980; 2000). **Directions:** For this activity you need to enlist the help of two bilingual individuals who are skilled in the same languages. Identify a list of five psychological test items (You can use library resources, such as PsycINFO to locate a scale or test that is designed to measure some psychological phenomenon. Two good sources to help you identify tests in your area of interest are the *Mental Measurements* and *Test in Print*, which is a bibliography of commercially available tests). Label these 5 items as List A. Ask the first bilingual individual to translate the 5 test items (List A) from the original language into a second (or target) language. Label the translated items as List B. Then, hand the List B to a second bilingual individual, and ask him/her to translate them back into the original language (without showing him/her List A). Label the newly form items as List C. The two bilingual assistants are to work separately on this task. Compare List A and List C and write a report addressing the following questions: (1) Are there any words or phrases that did not translate accurately? (2) What insights about cultural differences do these problems in translation provide? (3) Based on the results of the back translation, are there any modifications you think would be useful to make to the original version to allow for a translation into comparable versions? (4) Also, assuming an accurate translation is achieve, what other concerns might you have about using the original and translated versions of this scale to conduct cross-cultural research? (5) Several studies indicate that, when given personality tests in two different languages, bilingual people produce very different personality profiles. Why do you think this might occur? Close your paper with a paragraph on what you learned and what you conclude from this experience. Make sure to attach List A and List C, as well as the complete source of your items (author, year published, name of the questionnaire) in your report.

3. Sometimes members of more "traditional" cultures are described as using forms of magical thinking that defy rules of logic and reason. Paul Rozin and Carol Nemeroff (2002) suggest that such thinking is not limited to traditional cultures, but exists in some aspects of daily life in highly industrialized cultures as well. Their research on college students in the United States indicates the two forms of magical thinking below, described a century ago by Sir James Frazer (1890/1959): *The law of contagion states that when two things (or beings) are in contact with each other the properties of one can permanently transfer to the other. For example, Frazer describes an ancient Chinese practice in which burial clothes were sewn by young women with the reasoning that their longevity would somehow pass into the clothes and ensure that the clothes themselves would live long (that is, not be used for many years). The law of similarity holds that an image of an object or person takes on the characteristics of the actual object or person. For example, Frazer notes that in many cultures it was believed that by injuring footprints it is possible to injure the feet that made them.* The purpose of this activity is to explore the use of magical thinking among college students and consider the meaning of such thinking for understanding the link between culture and cognition. **Direction:** Identify two college students to act as participants in this activity. Then, interview them with the following two questions: (1) Would you rather wear a laundered shirt that had been previously worn by someone you like, someone you dislike, or someone you don't know? Please explain. (2) Would it be more difficult for you to throw darts at a dartboard depicting a picture of someone

you like or someone you don't like? Please explain. Please interview the two participants **separately** and do not tell them that you are studying magical thinking. The first question addresses the law of contagion and the second question addresses the law of similarity. Next, write up a report of your reaction that addresses the following questions: (1) To what extent did your participants manifest magical thinking? (2) Can you think of any alternative explanations for the "magical thinking" in the two questions asked of the participants? (3) Have you engaged in any other forms of magical thinking? Please explain. (4) To what extent does magical thinking interfere with rational thinking in everyday life in your culture? Close your paper with a paragraph addressing what you learned and what you conclude from this process.

4. One of the earliest topics of cross-cultural research was to relationship between language and thought. Benjamin Whorf (1956) proposed that the structure of the language one speaks influences how one views the world. This concept has been called linguistic relativity. For example, Jamake Highwater (1981) suggested that English speakers and speakers of the Blackfeet Indian Language see the world differently. He described how he was appalled to learn that English speakers use the word *wilderness* to describe the forest. From Highwater's Blackfeet Indian perspective, it is the cities that are wild and need taming rather than the forest, which is the natural state of the world. A stronger version of this "Whorfian hypothesis" (also called the "Sapir-Whorf hypothesis" due to the assistance of Whorf received from linguist Edward Sapir) is that the language we speak determines the kind of thoughts and perceptions we are capable of having. This idea is known as linguistic determinism. Many decades of linguistic, psychological, and anthropological research have provided conditional support for linguistic relativity in certain contexts (such as color-naming tasks). There has been less enthusiasm for the concept of linguistic determinism. The complexity of the relationship between culture, language, and thought is the focus of this activity:

Jerry Dunn (1997) investigated the specialized terms used by subcultural groups such as Mountain Bike Riders, Disc Jockeys, Tabloid Reporters, Frisbee Players, and Science Fiction Fans. Dunn found Roller Coaster Enthusiasts use some of these terms: *Camel back*- a series of hills with each slightly smaller than the preceding one. *Double dip*- a hill divided into two separate drops. *Washboard*- a series of quick bumps as one is rolling over a washboard. With these terms in mind, do you think you would perceive roller coasters differently (linguistic relativity)? Do you think you would be unable to perceive these distinctions between roller coasters if you did not have these terms (linguistic determinism)? This activity explores the concepts of linguistic relativity and linguistic determinism and asks you to consider the validity of the Whorfian hypothesis. **Directions:** This activity requires that you collect three terms used by a subculture of interest to you. You can find these terms by interviewing the members, exploring the websites, or reading the literature of a particular subculture. The terms should refer to concepts that are new to you. Do not use new words for familiar concepts. Once you have collected the three terms, write a report that address the following: (1) Describe the subculture that you investigated. (2) List the three subcultural terms and their definitions. (3) How might having these new terms *influence* your thoughts or perceptions (linguistic relativity)? (4) Do you think you would be unable to think about these concepts without knowing these terms (linguistic determinism)? Why or why not? (5) Several studies indicate that, when given personality tests in two different languages, bilingual people produce very different personality profiles. Why do you think this might occur?

4. This activity explores how well-being is viewed in the dominant culture by examining books that provide advice on how to improve one's life, known as self-help books. **Directions:** For this activity you will need to make a visit to your local bookstore or public library and investigate the self-help section (sometimes self-help books are categorized under Psychology or Self-Improvement). Spend some time looking at a good sampling of self-help books and then answer the following questions: (1) Based on the self-help books you examined, list three to five titles of books addressing the well-being of women. (You will need to decide if the intended audience is women.) (2) Based on the self-help books you examined, list three to five titles of books addressing the well-being of men. (You will need to decide if the intended audience is men.) (3). List the titles of any self-help books that support individualist goals (such as independence, assertiveness, or individual achievement). (4) List titles of any self-books that support collectivist goals (such as family harmony, fitting in to the group, or work as a team). (5) You may find that self-help books tend to address the well-being of some groups and ignore others. List some topics that you would add to make the collection of self-help groups more inclusive of diversity. (6) Based on your examination of self-

help books, how might the dominant culture define well-being? Consider for a moment the concept of the self-help book. What cultural values underlie this phenomenon?

5. Conrad Kottak (1997) has proposed that extensive television viewing has resulted in the *teleconditioning* of Americans. That is, the development of behaviors associated with TV watching that are then manifested in non-television settings. Kottak suggests that teleconditioning has contributed to a variety of classroom behaviors including: talking while the class is ongoing, eating or drinking in class, reading (other than the course materials), casual posture (e.g. feet on chair or head on desk), walking in and out of a class that is in session, leaving before the class is over, and couples engaging in intimate behavior during class. Classroom behavior may also be shaped by habits involving the use of technology during TV viewing, such as answering cell phones or sending text messages. **Directions:** There are two parts to this activity. First, observe one or more college classes and note examples of teleconditioning. Choose a class other than the one in which this activity was assigned and be sure to check with someone enrolled in class on the degree to which norms for classroom behavior are specified by the instructor (in the syllabus or otherwise). As Kottak points out, you may see more teleconditioning in larger classes where students tend to feel they are part of the "audience." Be sure to protect the identity of any individual students whose behavior you described in this activity. The second part of this activity requires that you discuss your observations with someone who went to college (or taught college) at least 20 years ago and draw some conclusion about changes in classroom culture. (1) Describe the class(es) you observed including subject matter, class size, and instances of teleconditioned behavior among students (or instructors). (2) Discuss your conversation with the person who went to college (or taught college) at least 20 years ago. Acknowledging that your observations are limited, what do you conclude about the degree to which college students have been teleconditioned? Do you think you would find teleconditioned classroom behavior in all cultures in which television viewing is common? Why or why not? What other factors besides changes in technology might be involved in modifying social norms?

6. Levine (1997) reported that a primary distinction in time perception is between *clock* time and *event* time. For cultures that follow clock time, the numbers on the clock signal when to begin and end activities. Cultures on event time, however, focus on the progression of the activity itself to determine when it begins or ends. From the perspective of someone on the event time, for example, it would seem bizarre to end an exciting discussion or event simply because you are "out of time." In addition, cultures on clock time tend to use time in a more monochronic manner. That is, activities are conducted sequentially; when one activity is completed another is begun. Cultures on event time tend to be more *polychronic*, conducting several tasks simultaneously. Cultures using clock time tend to be far more concerned with punctuality than those on event time. For example, you may have a 7:00 p.m. appointment to study for an exam with a friend. If you are on clock time, you might arrive at 7:00 p.m., having decided in advance that you will stop studying at 9:00 p.m. since your friend has a club meeting. If a neighbor drops in with some new music he or she might be politely informed that you are studying and can't listen to the music right now. However, if you are on event time, another activity may delay your arrival for the appointment with your friend. In fact, if you arrived at exactly 7:00 your friend might not be there since you are not expected to arrive at the appointed time. On event time you would stop studying when you are finished even if this means that your friend is late for the club meeting. If a neighbor drops in with some new music, on event time, you will likely to invite him or her in for a while before you resume studying. In event time, time is much more flexible and less compartmentalized than in clock time. **Direction:** First determine whether the culture in which you live is best characterized by clock time or event time. Then spend one day living as best you can according to the opposite time perception. It may be less stressful to choose a day in which you do not have any classes or life altering time commitments! Finally, respond to the questions below: In some detail, explain how you spent your day using different time orientation. Describe the emotions you experienced using a different time orientation. What values accompany the use of clock time? What values accompany the use of event time? What strategies would you suggest for adapting to a shift in time perception? *

* Ideas for exploratory paper exercises are adapted from Goldstein, S. (2008). *Cross-cultural explorations: Activities in culture and psychology* (2nd Ed.). Boston: Ally and Bacon.

APPROXIMATE WEEKLY SCHEDULE

Week	Date	What's Happening	Relevant Readings
week 1	Jan. 5	Class Introduction	
	Jan. 7	Culture and Definitions	Heine Chs 1-2
week 2	Jan. 12	Methodology and Critical Thinking	Heine Ch 3
	Jan. 14	Methods and Critical Thinking (Cultural Learning and Developmental Process)	Heine Ch 3 (we may go onto Ch4 if time permits)
week 3	Jan. 19	Martin Luther King Jr. Day Holiday*	
	Jan. 21	Cultural Learning and Developmental Process	Heine Ch 4 and p. 5-22; Rothbaum et al. (2000)*
week 4	Jan. 26	Self and Personality Exploratory Paper is due (Grade B & A)	Ch 5 Ahnallen et al. (2006)
	Jan. 28	Self and Personality	Ch 5 Ramirez-Esparza et al. (2006)*
week 5	Feb. 2	Motivation/Values	Ch 6 Kim & Markus (1997)*
	Feb. 4	Motivation/Values	Ch 6
week 6	Feb. 9	Midterm	
	Feb. 11	Morality	Ch 7
week 7	Feb. 16	Emotion	Ch 8
	Feb. 18	Emotion	Ch 8 Heubner & Garrod (1993)*
week 8	Feb. 23	Culture and Cognition Analytical Paper is due (Grade A)	Ch 9 Peng & Nisbett (1999)*
	Feb. 25	Culture and Cognition	Ch 9 Nonis, Teng & Ford (2005)*
week 9	Mar. 2	Culture and Well-being	Ch10
	Mar. 4	Culture and Well-being	Ch10
week 10	Mar. 9	Culture and Social Behavior Research Proposal is due (Grade A)	Ch 11 Molinsky et al. (2005)*
	Mar. 11	Acculturation	Ch 12
Final's week	FINAL EXAM (Time and Date to be announced)		

Have fun in this class! ☺

Supplemental Readings (subject to change)

Ahnallen, J. M., Suyemoto, K., & Carter, A. S. (2006). Relationship between physical appearance, sense of belonging and exclusion, and racial/ethnic self-identification among multiracial Japanese European Americans. *Cultural Diversity and Ethnic Minority Psychology*, 12, 673-686.

Heubner, A. M., & Garrod, A. C. (1993). Moral reasoning among Tibetan Monks: A study of Buddhist adolescents and young adults in Nepal. *Journal of Cross-Cultural Psychology*, 24, 167-185.

Kim, H., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology*, 77, 785-800.

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.

Nonis, S. A., Teng, J. K. & Ford, C. W. (2005). A cross-cultural investigation of time management practices and job outcomes. *International Journal of Intercultural Relations*, 29, 409-428.

Peng, K., & Nisbett, R. E. (1999). Culture, dialectics, and reasoning about contradiction. *American Psychologist*, 54, 741-754.

Ramirez-Esparza, N., Gosling, S. D., Benet-Martinez, 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.

Rothbaum, Morelli, Pott & Liu-Constant (2000). Immigrant-Chinese and Euro-American parents' physical closeness with young children: Themes of family relatedness. *Journal of Family Psychology*, 14, 334-348.