

Psychology 459: Cultural Psychology
University of Oregon, Fall 2014
12:00-1:20pm, Mondays and Wednesdays
Class meets in Lillis Hall 111

Professor: Robin Hertz, M.S.

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Office Hours: Thursdays 11am-1pm

Text: Heine, Steven J. (2012). *Cultural psychology* (2nd ed.). New York: Norton.

Supplemental readings available on Blackboard.

Course Objectives

This course examines the interdependence between mind and culture in substantive domains such as social cognition, motivation, emotion, and psychopathology. Cultural pluralism, collective identities, tolerance, and diversity will be discussed. You will gain a greater appreciation of how your own culture influences your psychology, and how this may differ from other groups. We will reflect on the academic discipline of psychology as a culturally embedded practice, and discuss its strengths, limitations, and ethical implications.

Additionally, this course will give you practice in academic skills that are central to the discipline of psychology. You will:

1. Identify major theories, research findings, and methodological approaches in cultural psychology and discuss how the research findings apply to human behavior in everyday life.
2. Find relevant articles in the primary psychological literature on a given topic, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and the quality of evidence presented.
3. Communicate clearly and effectively about topics in cultural psychology, including methodological and ethical issues, based on an understanding of both the strengths and limitations of empirical evidence.

Assignments and Grading

Your final grade will consist of the following:

Assignment:	Weighted percentage of final grade:
Class blog posts	30%
Class presentation	10%
Research paper (4-6 pages, points allocated as follows)	20%
Peer feedback (5%)	
Final draft (15%)	
Midterm quiz	20%
Final exam	20%
Your final grade	100%

Final grades are assigned as follows: **A+** = 97-100%, **A** = 93-97%, **A-** = 90-93%, **B+** = 87-90%, **B** = 83-87%, **B-** = 80-83%, **C+** = 77-80%, **C** = 73-77%, **C-** = 70-73%, **D+** = 67-70%, **D** = 63-67%, **D-** =

60-63%, **F** = <60%. I will round up for percentages with .5% or greater (e.g., 96.5%=A+, 96.49%=A).

IMPORTANT DETAILS:

Class Blog Posts
300 words or less, due every week on Tuesday at 11:59 pm
NO BLOG POSTS weeks 1 and 5
(worth 30% of your total grade)

Once per week, every week *except* week 1 and week 5, you will post a brief (300 words or less) reading response to the course's Blackboard blog (found under the "Class Blogs, etc." link). These must be posted by **Tuesday night at 11:59PM**. Work will be evaluated using this simple grading system:

No submission	0 points
Late submissions, regardless of quality	.5 point
On-time submission, inadequate quality	1 point
On time submission, adequate quality	2 points

What is "adequate quality"? Or, how do I earn two points?

First point: reading responses should ALWAYS contain at least one to three sentences describing relevant points in the reading, including at least one specific citation. This does not need to be a direct quote, just cite the page(s) in the reading to which you are referring. Alternatively, your specific citation may reference a classmate's post. This is meant to encourage dialogue!

Second point: your response should address one or more of the following points:

1. Important questions raised in the reading/post
2. Something you are skeptical of or believe is being overlooked (and why)
3. Important implications or applications of the information (e.g. what does this mean for how we do things as individuals, professionals, or a society?)
4. Ideas for future research
5. Some important relevant point that you wish to emphasize
6. Relate the reading/post to your own personal life experience

Please note, reading responses are worth 30% of your total grade, reflecting the importance of reading in this course. ***You will get the most out of this course (and do much better on the exams) if you read and think about all of the assigned material.***

Class Presentations
15 minutes, in a group, on a Wednesday
(10% of your total grade)

This assignment is designed to allow you to gain deeper understanding of certain topics presented in class, and to practice engaging a large group in a lively, intelligent discussion. You may use any

of the assigned readings as a starting point for your presentation, but **you must also consult other sources that will help you lead the discussion or activity**. If you feel “stuck”, a simple option is to look up a research article that is referenced in an assigned reading and tell us about what you learn. Other possible external sources that you might use in your presentations include a short piece of music or video, some popular news media, or book excerpt. You may use PowerPoint (**but it is not required**), handouts, and/or props of any kind to assist you.

Here are some options for your group presentations:

- Give a presentation on a relevant research article and discuss how the findings apply to everyday life
- Lead a full class discussion. E.g., *You might begin with a brief informative presentation and then open it up for class participation. This could be in the form of moderated discussion, question and answer, or just a casual, open conversation guided by facilitators.*
- Small group discussions. *Similar to the idea above, but members of the class have discussions in small groups. Consider ending the session by having a representative from each small group share on behalf of the group the highlights of the discussion*
- Debates *(Between group members and/or members of the audience. It can be an interesting exercise to stage a debate wherein one member or group actively argues for an unpopular or “incorrect” viewpoint while the other member or group counters them.)*
- Activities, skits, games, song, dance, etc.

At least one group member must contact me by 9am the Tuesday prior to your group’s presentation with a brief description of what you plan to do. *Doing so will be worth ~7% of the total presentation grade for all group members.* The remaining ~93% of your presentation grade will be based on your group’s presentation as a whole, as well as your individual contribution to the presentation. Please do your best to fairly delegate the workload among group members. All group members will record the details of their own and other’s contributions to the presentation, and evaluate themselves and fellow group members based on the preparation and delivery of the presentation. These peer evaluations will be considered in determining your final grade. (Please see attached rubric for details.)

Possible topics:

- *Anything* related to the assigned readings
- *Anything* related to the chapters associated with the research paper assignment
- Improving intercultural relations
- Point out a taken-for-granted cultural assumption and illustrate how it varies in multiple cultures.

<p>Midterm exam (Wed. 10/29, 12pm, in class) (20%) Final exam (Wed., 12/10, 10:15am, location TBA) (20%)</p>
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Both the midterm and final exam will consist of a multiple-choice section (worth 70% of the total exam points) and a section of short-essay questions (worth 30% of total exam points). A list of possible essay questions will be posted one week before the midterm and final exams. Short answers should be one page or less in length, depending on the size of your handwriting. No notes

or extra materials of any kind will be allowed during the exam, with the exception of translating dictionaries for non-native English speakers. If this applies to you, please speak with me about your circumstances before the midterm.

Research Paper: FINAL DRAFT DUE Mon. 12-1-14, 11:59pm (submit on Blackboard)
(See below for additional IMPORANT due dates)
4-6 pages, double-spaced
(20% in total, broken down as follows)

Step one: Read the selected chapters from Understanding White Privilege (available on Blackboard). This will serve as background information, which will help contextualize the importance and implications of the research you will read and write about. Choose and read **one** of the three chapters from the Intergroup Misunderstanding excerpt (also available on Blackboard).

Step two: Identify a central thesis of the Intergroup Misunderstanding chapter you selected. There may be more than one. Look for (1) two different points of view OR (2) two different approaches to studying one question, OR (3) what you think is well supported by the article along and what is incompletely addressed.

Step three: Look up at least two empirical, peer-reviewed articles that are either cited in the chapter or related to the chapter, and published in the year 2000 or later. Analyze the strengths and weaknesses of the articles in terms of their support for the central thesis of the chapter. Is the methodology rigorous enough to justify the claims in the chapter?

Step four: Finally, (1) identify an important question that remains unanswered by the research literature, and (2) briefly describe how you might address the question. This may include proposing ideas for future research, clinical/community interventions, and/or public policy changes.

Step five: Submit a full draft of your paper to an assigned classmate. Receive feedback one week later.

Step six: Use the peer feedback to refine and edit your paper.

SUGGESTED PAPER TIMELINE

Step	Suggested completion/due date
Start reading; select a focal chapter	Suggested completion by Mon. 10-6-14
Identify research question or thesis	Suggested completion by Mon. 10-20-14
Gather/read supporting research	Suggested completion by Mon. 10-27-14
First full draft complete	DUE Mon. 11-3-14
Provide peer feedback	DUE Mon. 11-10-14
Revise paper based on feedback FINAL DRAFT	DUE Mon. 12-1-14

Peer feedback (5%): Read your partner's paper. Provide feedback regarding grammar, sentence structure, organization, etc. Identify at least two strengths and two areas of improvement, such as any questions that came up for you while you were reading the paper. You will have one week to complete this assignment. Add your edits and comments to your classmate's draft using the "Review" features in Word. **DUE Mon. 11-10-14**

Final draft (15%): See attached rubric for more information.

Extra Credit Opportunity: You can earn up to 2% of your final grade in the course by participating in up to four hours of psychology research. To participate in experiments, you can sign up via the online scheduling site SONA: <http://uopsych.sona-systems.com>. The Human Subjects Coordinator, Bill Schumacher (hscoord@uoregon.edu), can answer your questions about SONA. **You must**

notify your instructor of your research participation via email. The deadline for optional research participation for extra credit is **11:59pm on Friday, December 5th.**

COURSE POLICIES:

Respect: Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom. ***I expect and encourage you to express your opinions and disagreements openly,*** however, courteous behavior and speech are expected at all times. An important skill we will seek to develop together is the ability to discuss differences of opinion in an open, respectful manner. ***If at any time you feel that the learning environment has become hostile or disrespectful, I encourage you to speak out, either openly during classroom discussion, or privately with me during office hours.***

Academic Honesty: All written work submitted in this course must be your own and produced exclusively for this course. Although discussion outside of class is encouraged, *group collaboration on research papers and reading responses is absolutely prohibited—the work you turn in must be solely your own.* Cheating and plagiarism will not be tolerated. Cheating is defined as providing information to, or receiving information from, another person on an exam or other assignment. Plagiarism is defined as passing off the work of another as your own, without properly giving credit. This includes, but is not limited to, directly copying others' writing (in whole or in part) or paraphrasing others' writing or ideas without citing properly. In these cases "others" can include other students in the class, other students or non-students not in the class, and authors of scholarly or mass media work (journal articles, chapters, newspaper articles, blogs, Wikipedia). The UO library has a helpful page describing when to cite a source: <http://library.uoregon.edu/guides/plagiarism/students/index.html>. You may consult <http://plagiarism.org> as another great resource for all things related to plagiarism. All instances of cheating and plagiarism will result in a **zero** on that assignment and a **mandatory report** to the student Academic Misconduct Office, and may result in failure of the class.

Late Assignment Policy: A letter grade (10%) will be deducted for papers turned in after the deadline, and will decrease another 10% for every 24 hours that an assignment is late. **Late work will not be accepted more than three days after an assignment deadline.** If you think you need an extension on a due date, you must request the extension via email to your instructor **no less than one week** prior to the due date. These requests may or may not be granted. "Emergencies" that interfere with turning work in on time will be considered on a case-by-case basis.

Email Communication: All emails from your instructor will be made to your @uoregon.edu webmail account, so make sure to check this email account often (once a day on weekdays). You are encouraged to communicate with your instructor via email. Please communicate respectfully, as if you were speaking in person to the person whom you are contacting, and allow a minimum of 24 hours before expecting a response. I may not respond to emails on weekends or weekdays between 5pm and 9am.

Accessibility: It is my hope, as your instructor, to create an inclusive learning environment for all students, including students with disabilities. Although it is not possible to anticipate all individual needs, I want to eliminate barriers to students' full participation whenever possible. Please help me accomplish this goal by communicating with me directly if you anticipate (or encounter later in the

term) barriers to full participation. If you have a documented disability or a non-documented need for accommodations to help meet your learning needs, please communicate with me **as soon as possible**. If you have a notification letter from the Accessible Education Center that outlines appropriate accommodations and confirms that you are registered with the AEC, please provide me with a copy of this letter as soon as possible and discuss your needs further with me in person. These conversations are confidential. If you do not have a notification letter and want to utilize the support and services offered by the Accessible Education Center, please schedule an appointment with an AEC adviser by phone (541) 346-1155, email uoaec@uoregon.edu, or visit the AEC office in 164 Oregon Hall.

Students for Whom English is Not Their First Language: Foreign language dictionaries are permitted during exams. Please contact me as soon as possible if you have any questions or concerns.

COURSE SCHEDULE:

Week 1: Mon. 9-29 Introduction

Wed. 10-1, Heine chapters 1-2

Week 2: Mon. 10-6 Heine chapter 3; ***Blog post due Tues. 11:59pm***

Wed. 10-8 Heine chapter 4

Week 3: Mon. 10-13 Heine chapter 5; ***Blog post due Tues. 11:59pm***

Wed. 10-15

Week 4: Mon. 10-20 Heine chapter 6; ***Blog post due Tues. 11:59pm***

Wed. 10-22

Week 5: Mon. 10-27 Heine chapter 7

Wed. 10-29 **Midterm Exam** (in class, no blog posts this week)

Week 6: Mon. 11-3 Heine chapter 8;

(1) ***First draft of paper emailed to assigned classmate (CC me) Mon. 11-3 by 11:59pm;***

(2) ***Blog post due Tues. 11:59pm***

Wed. 11-5

Week 7: Mon. 11-10 Heine chapters 9;

(1) ***Peer feedback due Mon. 11-10 by 11:59PM (email back to your classmate; CC me)***

(2) ***Blog post due Tues. 11:59pm***

Wed. 11-12 Heine chapter 10

Week 8: Mon. 11-17 Heine chapters 11; ***Blog post due Tues. 11:59pm***

Wed. 11-19 Heine chapter 12

Week 9: Mon. 11-24 Heine chapter 13; ***Blog post due Tues. 11:59pm***

Wed. 11-26

Week 10: Mon. 12-1 Heine chapter 14

(1) ***Final paper due Mon. 12-1 @ 11:59pm (submit on Blackboard)***

(2) ***Blog post due Tues. 11:59pm***

Wed. 12-3

FINAL EXAM Wed. 12-10 @ 10:15AM, Location TBA