Course Description
This course will cover advanced research in cultural psychology. By discussing both classic and current research in cultural psychology, we will explore the ways in which culture shapes the self, cognition, motivation, emotion, and social interactions, among other topics. Although it is not required that students in this course have PSYC 3350 (Cultural Psychology) as a prerequisite, it is highly recommended, as it will greatly help you in understanding many of the topics in this course.

Course Goals
By the end of the session, I hope that you will: (1) understand how culture and the mind inevitably make each other up, (2) be familiar with theoretical and empirical evidence demonstrating the importance of culture in psychology, and (3) be able to apply cultural psychological perspectives to other areas of research.

Grading and Deadlines
Your grade for the course will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reaction papers</td>
<td>Due Tuesdays, 11:30am</td>
<td>10 %</td>
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<tr>
<td>Leading discussion</td>
<td>Date assigned in class</td>
<td>10 %</td>
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<tr>
<td>Class participation</td>
<td>Weekly</td>
<td>10%</td>
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<tr>
<td>Pop quizzes</td>
<td>2-3 per semester</td>
<td>5%</td>
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<tr>
<td>Topic proposal</td>
<td>Due Nov. 9, 5pm</td>
<td>5%</td>
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<tr>
<td>Literature review</td>
<td>Due Dec. 18, 5pm</td>
<td>15%</td>
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<tr>
<td>Methods &amp; analysis worksheet</td>
<td>Due Feb. 8, 5pm</td>
<td>5%</td>
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<tr>
<td>Oral presentation</td>
<td>Last 4 weeks (assigned in class)</td>
<td>10%</td>
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<tr>
<td>Full written proposal</td>
<td>Due April 16, 5pm</td>
<td>30%</td>
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My grading policy follows York’s recommendations:
**Assignment Details**

**Reaction papers.** To help you prepare for class, a reaction paper will be due 24 hours before the start of each class (i.e., by Tuesdays at 11:30am). Each paper should be 1-1.5 pages double-spaced and uploaded to the course Moodle website by the deadline. Your goal for these papers is to demonstrate that you did the readings while, most importantly, showing that you are thinking critically about the bigger ideas in the papers, the way the research was conducted, and the appropriate inferences to draw from the results. Each paper will be graded based on whether it shows that you did the readings (pass: 100%) or not (fail: 0%). In addition, each passing paper will be evaluated for your personal benefit (i.e., not factored into your grade) as weak (-), acceptable (√), strong (√+), or very strong (+). Late papers will not receive credit, although I can still provide an evaluation (again not factored into your grade). You are not required to submit a reaction paper for the week that you are one of the discussion leaders, and there a few weeks when a different assignment is required instead of the usual reaction paper, so please read the schedule for each week carefully. In your paper, please spend a few sentences (around 2-3) per article summarizing the main points, and then the bulk of the paper should be a careful reflection of the articles that includes any of the following:

- Analyzing overarching issues or themes across multiple readings.
- Connecting the readings to other areas of research in psychology.
- Discussing questions you had about the readings.
- Offering critiques of the research, including weaknesses in the study design or interpretation of results. Remember that criticisms should be constructive.
- Suggesting ideas for future research based on the readings.
- Highlighting points in the readings that you found particularly important or interesting and explaining why.

**Leading discussions.** For each class meeting, two students will be assigned to be discussion leaders. Discussion leaders should be prepared to first help the class briefly summarize the main points in the articles so that everyone is on the same page, but the main goal is to raise important questions or topics to facilitate discussion about the readings. The leaders should discuss their plans for class together beforehand so they are prepared to help facilitate discussions. Powerpoint is generally not permitted for discussions.

**Class participation.** Everyone in the class will be expected to have done all the readings and participate in weekly discussions. Attendance will be taken in each class meeting because you cannot earn participation marks without attending class, and you will be graded based on the quality of your contributions. Good contributions are those that:

- Show you have carefully considered the important issues in the readings and previous discussions in class.
- Provide a new insight that is also relevant to the topic at hand (i.e., long off-track comments are not always the most constructive).
- Build on contributions from others in the class in order to move the discussion forward.
- Offer honest but respectful questions and criticisms of the readings.

**Pop quizzes.** There will be 2-3 pop quizzes per semester based on readings assigned that week. Quizzes will be administered at the beginning of class, and missed quizzes cannot be given again.
Research proposal. The research proposal is meant to help you integrate what you’re learning in the class with your own interests. In the paper, you will ultimately propose an idea for a new study based on past research relevant to this course. The paper has five components that will be due at different points throughout the academic year: (1) topic proposal, (2) literature review, (3) methods and analysis worksheet, (4) oral presentation, and (5) full written proposal.

1. **Topic proposal.** The topic proposal is a 2-page paper explaining what you would like to do for your research proposal and summarizing the relevant background literature. The purpose of the topic proposal is for you to have a chance to check your topic with me before moving on with the full proposal. Before deciding on a topic, you should do a thorough literature search on several potential topics on PsycINFO to first explore background research. You should choose a topic that has not been done before, but at the same time, there should be enough relevant background literature to support the idea you would (hypothetically) like to test.

2. **Literature review.** The literature review is a 5-page paper clearly summarizing relevant background research while formalizing an argument for your full written proposal. You should reference a minimum of 10 peer-reviewed academic journal articles in your paper. The purpose of the literature review assignment is to become more familiar with articles relevant to your topic while further developing your research proposal idea, and you can also think of it as a draft of your introduction section for the full written proposal. Note that this should not be written in a “book report” style, which tends to just summarize one article per paragraph. Instead, your literature review should be similar to what you would see in the introduction of a journal article—the paragraphs should be organized around arguments or points that you are trying to make in order to set up your research idea, and you should use references to support your points.

3. **Methods and analysis worksheet.** The methods and analysis worksheet will ask you to complete information about your proposal study methods (including participants, design, materials or measures, procedure) and data analysis plan. The purpose of the worksheet is to help you think about the details of how you would actually conduct your study and analyze the data, which will then help you prepare for your full written proposal.

4. **Oral presentation.** Students will present their research proposal to the class in a 15-min. powerpoint presentation. Students should also be prepared to answer questions from the class and the instructor about their proposal. The goal of the oral presentation is to build formal presentation skills while giving students the opportunity to get feedback from the class before the full written proposal is due.

5. **Full written proposal.** The full written proposal should be a like psychology journal article, except that it will have a data analysis plan and anticipated implications and limitations instead of results and discussion since you will not actually collect data. The paper should include a title page, abstract, introduction, method, data analysis plan, anticipated implications and limitations, and references, all in APA style. It should be about 10 pages double-spaced, not including the title page, abstract, and reference section.
SCHEDULE OF TOPICS
*You should be able to download all assigned readings through York’s library system using the PsycINFO database, except for the Shweder chapter and De Waal book excerpts in the first week, which I will upload on the course Moodle website. If you are not sure how to access PsycINFO, please ask one of the librarians at York for assistance.

Fall Semester:

Week 1, September 11 – Class overview

Week 2, September 18 – What is culture, and why study it?

Week 3, September 25 – Self I: Conceptualization of the self
Do assigned reading below; reaction paper is slightly different than usual:
In class, there will be a guest discussion leader, and you will watch an in-class video. Instead of the usual reaction paper, your assignment this week is to write a 1-1.5 page paper that integrates your reactions to the video with this week’s readings. This means that your paper should briefly summarize the main points from the video and provide a reflection of how it relates to the readings. You should also briefly summarize the readings, as in your usual reaction papers. You will also have the opportunity to discuss the video and participate in activities with the guest discussant in class, who will be evaluating participation for that week. This paper will be due Saturday, September 28 at 5pm.


Week 4, October 2 – Current research and graduate school in cultural psychology
No assigned readings for this week; reaction paper is different than usual:
In class, there will be one or two research presentations by York University researchers in cultural psychology. Instead of the usual reaction paper, your assignment this week is to write a 1-1.5 page paper in response to these presentations. You should take the opportunity in class to ask the researchers questions about their research to learn more about their work and also to help you with your paper. Your paper should briefly summarize the research presentations and provide a reflection of the talks, similar to what you would do in a usual reaction paper, and will be due Saturday, October 5 at 5pm. After the presentations, there will be a Q&A session about graduate school in psychology.
Week 5, October 9 – Self II: Feelings about the self

Optional readings:

Week 6, October 16 – Cognition I: Systems of thought

Optional readings:

Week 7, October 23 – Cognition II: Perspective taking, space and time

Week 8, October 30 – No class or assignments scheduled (Co-curricular day)
**Week 9, November 6 – Motivation**

**Week 10, November 13 – No class scheduled (Individual meetings)**
No readings assigned for this week, and no reaction paper: Instead of class, you will have an individual meeting with me on either Monday or Tuesday of that week to discuss your topic proposal. Because we will meet after your topic proposal is due to me (the Saturday before), I can give you feedback in our meeting, and you will be able to clarify any questions you have about your topic.

**Week 11, November 20 – Choice**

Optional reading:

**Week 12, November 27 – Emotion**

Optional reading:

**Week 13, December 4 – Relationships and attachment**


**Optional reading:**


**Winter Semester:**

**Week 1, January 8 – Health and coping**


**Optional readings:**


**Week 2, January 15 – Morality**


**Week 3, January 22 – Religion as culture**


**Week 4, January 29 – Region as culture**

**Week 5, February 5 – Social class as culture**

**Week 6, February 12 – Multiculturalism and acculturation**

**Week 7, February 19 – No class or assignments scheduled (Reading week)**

**Week 8, February 26 – Origins of culture**
Optional readings:

**Week 9, March 5 – Cultural neuroscience and genetics**

Optional readings:

**Week 10, March 12 – Student oral presentations**

**Week 11, March 19 – Student oral presentations**

**Week 12, March 26 – Student oral presentations**

**Week 13, April 2 – Student oral presentations**