

PSY355 (Sections 1 & 2) – Psychology and Culture Winter 2024

BASIC INFORMATION

Professor: Kristy K. Dean, Ph.D

Please call me: Dr. or Professor Dean (pronouns: she/her/hers)

Phone: 616-331-2412

Email: deankr@gvsu.edu (expect a response within 12-24 hours on weekdays)

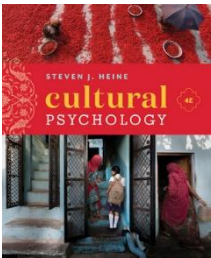
Office: 2211 AuSable Hall

Office hours/appointments: Mondays, Wednesdays, Fridays from 10-10:45am in my office or Zoom. Additional meetings times will be posted each week. You can make appointments at <https://calendly.com/deankr/15min>. Office hours drop-ins are welcome, but appointments are given priority. If you cannot meet during these times, email me to discuss other possibilities.

Ask me about: anything related to this class, the psychology major, psychology research, education and careers in psychology, being a first-generation college student, cats, true crime, cooking, etc.

COURSE OVERVIEW

Meeting Times and Place: Section 1 meets Mondays, Wednesdays, Fridays from 9-9:50am in 1310 AuSable Hall. Section 2 meets Mondays, Wednesdays, Fridays from 12-12:50pm in 176 Lake Michigan Hall.



Textbook: The textbook for this class is Cultural Psychology (4th edition) by Steven J. Heine (2020, Norton & Co.). This textbook is REQUIRED and necessary if you are committed to learning the content in this course. The Laker Store offers an Ebook version through the GVSU Save program. See instructions on Blackboard or email for accessing your Ebook. You may also find cheaper options and/or print options through third-party outlets (Amazon, <https://digital.wwnorton.com/culturalpsych4> the publisher's website) but will need to OPT-OUT of the GVSU Save program by

Friday, January 19th. Additional readings/videos will be posted on the course's Blackboard website (see Schedule).

Course Description: This course will examine a variety of topical areas in Psychology from a cultural perspective. Throughout this course, we will identify ways in which people's identities, thought processes, emotions, and behaviors vary across and within cultures. Perhaps more interestingly, we will apply the scientific method to examine when, how, and why cultural differences and similarities occur, as well as their implications for health and well-being, and intra- and intercultural relations.

Course Prerequisite(s): PSY101 (Introductory Psychology) OR HNR234 (Society and Self: Psychological Perspective)

Technology Requirements: Access to Blackboard (BB) Learning Management System is required. Also, I strongly encourage you to seek out regular access to a computer or tablet. You can find more

information about [on-campus computer labs here](#). You can find more information about [checking out laptops from the library here](#). Both links are also posted on BB.

Learning Objectives: By the end of this course you should have a better understanding of the psychological study of culture as well as a greater appreciation for how your culture has shaped your patterns of thinking, feeling, and behaving. More specifically, upon successful completion of this course, you will be able to...

- Describe the concept of culture as used by psychologists.
- Describe the research methodologies used by cultural and cross-cultural psychologists.
- Identify and describe the ways in which culture influences psychological phenomena.
- Explain that cultural variations and universals both characterize the human experience.
- Think critically about why cultural variations and universals exist

Class Format: The class sessions will utilize lecture and discussion as well as additional methods to foster active participation. Class sessions and the text supplement each other – both cover material that will not (and cannot) be covered in the other format. Because class sessions highlight important concepts within the text, students are strongly encouraged to complete assigned readings PRIOR to the corresponding lecture and attend all class sessions. Please note that class sessions will NOT be recorded; if you miss class you are encouraged to reach out to your classmates for notes.

Active Engagement with the Course Material: To understand the material covered in ANY course, active engagement is necessary. To help you be successful in this course, I have taken special care in designing it and am committed to facilitating your learning throughout the semester. My hope is that you are also intentional and effortful in your engagement with the course.

You can expect your professor to...

- 1) Present interesting information clearly and in an organized fashion.
 - Facilitate your efforts to learn the material. For example, Blackboard contains in-depth assignment instructions and various supplemental resources. Your professor is also available via email and during office hours/appointments.
- 2) Be responsive to questions and concerns. This includes posting announcements regularly, responding to emails promptly (within 24 hours on weekdays), and providing feedback and prompt grading. Consistent communication is essential to a smooth semester!
- 3) Facilitate a safe, respectful, and curiosity-driven learning environment. When basic needs – physical safety, psychological stability – are met, it is easier to focus attention on our self-improvement goals, like our academic studies. Please reach out if you need assistance.

Your professor expects you to...

- Basic expectations:
- 1) Read the syllabus and consult it throughout the semester.
 - 2) Read assigned readings in a timely manner.
 - 3) Complete all assignments/exams on time.
 - 4) Regularly attend class sessions.
 - 5) Take notes during classes and when reading/studying.
 - 6) Study regularly throughout the week.
 - 7) Communicate your questions and concerns.
 - 8) Be respectful and curious.

- Going a step further:
- 1) Complete readings before class.
 - 2) Meet with your professor to discuss your understanding of the material.
 - 3) Review concepts that you missed on assignments, exams, etc.
 - 4) Answer questions on the study guide in depth.
 - 5) Utilize effective and immersive study strategies.

A ton of educational research suggests that students should devote 3 hours per credit hour they take, give or take 1 hour (so, 2-4 hrs per credit hour). PSY355 is a 3-credit course, so the expectation is to spend around 9 hours a week on this class, which includes time spent in the classroom. If you are taking a full course load (e.g., 15 credits), this equates to spending around 45 hours a week on your coursework, which is equivalent to a full-time job. Each week, you will have assigned reading (~2 hours), three class sessions (~2.5 hour), and some brief assignments (~1 hour to complete) so please consider how you are spending the remaining 3.5 hours on this course.

ASSESSMENTS AND GRADING

Course grades will be based on total points earned from the following sources:

COURSE ACTIVITY		POINT VALUE
Exam #1 and #2	2 x 40 points each	80 points
Final Exam		60 points
Topic Engagement Activities	13 x 3 points each (2 lowest dropped)	33 points
Topic Reflections	13 x 2 points each (2 lowest dropped)	22 points
Plagiarism Assignment		10 points
APA Style Assignment		10 points
Group Assignment Proposal		20 points
Group Assignment Paper		50 points
EC: Application Essays	2 x 6 points each	12 points
OR		
EC: Group Assign. Progress Report		15 points

*These course activities are subject to change. Total of 285 points, not including extra credit.

**Please consult the Course Policies section for additional information on making up late assignments and procedures for requesting late work accommodations.

Exams: There will be two, non-cumulative, multiple-choice exams in this course, and a cumulative final exam. In terms of the final exam: 40 questions (2/3 of the exam) will cover material learned since the last exam and will be multiple-choice, and 20 questions (1/3 of the exam) will come from prior material (this is the cumulative portion) and involve true-false, fill-in-the-blank and short answer questions. Study guides will be posted a week before exams on BB.

Late Work/Make-up Policy: It is the student's responsibility to contact the professor within a week of the exam and plan arrangements for a make-up exam. Late exams will be penalized 20% each day unless accommodations apply.

Topic Engagement Activities: To encourage active engagement throughout the semester, students will complete topic engagement activities (TEAs) that assess understanding and use of content covered in class sessions. TEAs will be introduced in class and posted on BB. TEAs will be graded as 3 (good understanding; accurate and very thoughtful and detailed), 2 (basic understanding), 1 (limited understanding), or 0 (no understanding or did not turn in). At the end of the semester, the lowest 2 TEA grades will be dropped.

Late Work/Make-up Policy: The deadline for TEAs is 11:59pm on the due date. Deadlines are always the next class session after we finish covering the topic. Late TEAs will be docked 1 point each day unless accommodations apply.

Topic Reflections: To encourage active application of the course material, students will complete reflections for each topic/chapter covered in class. Reflections should include 1) a thoughtful summary of the student's understanding of one specific concept or cultural psychology research finding that is new to them, and 2) a thoughtful description of how this concept manifests in everyday life. Reflections are worth up to 2 points. Reflections will be graded as 2 (sufficiently accurate, specific reflection), 1 (reflection includes some inaccurate info or is overly general), or 0 (no reflection or did not turn in). At the end of the semester, the lowest 2 reflection grades will be dropped.

Late Work/Make-up Policy: The deadline for Reflections is 11:59pm on the due date. Deadlines are always the next class session after we finish covering the topic. Late Reflections will be docked 1 point each day unless accommodations apply.

Plagiarism Assignment: To prepare for our research paper, this assignment assesses students' ability to identify and prevent plagiarism. Instructions are provided in a separate document on Blackboard.

Late Work/Make-up Policy: The deadline is 11:59pm on the due date. This assignment is graded on a pass/fail basis. Late assignments will be docked 3 points each day unless accommodations apply.

APA Style Assignment: This assignment is an opportunity to learn more about APA style citations and practice applying this knowledge. Instructions are provided in a separate document on Blackboard.

Late Work/Make-up Policy: The deadline is 11:59pm on the due date. This assignment is worth up to 10 points. Late assignments will be docked 3 points each day unless accommodations apply.

Comparing Cultures Group Project Proposal and Paper: Since group work is an inherent part of life as a social animal living in a society, learning how to coordinate more effectively will hone these skills and (hopefully) improve the quality of your future collaborations. In general, the project involves locating and using research to collaboratively write a paper to answer some question of interest in cultural psychology. The project proposal/contract establishes a plan for completion and basic expectations for group members. The final paper showcases the group's ability to meaningfully synthesize their work. Students will also evaluate their performance and the performance of their groupmates; these peer evaluations will contribute to the student's overall grade for this assignment. Additional documents on Blackboard provide thorough instructions for completing the assignment.

Late Work/Make-up Policy: The deadline for the proposal and final paper is 11:59pm on the due date. Late proposals and final papers will be docked 10% each day unless accommodations apply.

Extra Credit Opportunities: There are two ways students can earn extra credit. The first is by completing a group project progress report, which assesses how well you have been implementing your group's plan and addressing any obstacles or questions as you progress through this project. The second option involves writing a brief application paper that applies course material to better understand fictional material (e.g., characters in a TV show, movie, novel, etc.) or knowledge and experiences gained from a cultural event. Separate documents provide instructions for completing each of these extra credit assignment. Up to 15 points can be earned by completing the group project progress report. Up to 12 points can be earned (6 points per assignment) by completing the paper option. A maximum of 15 EC points is available through these assignments.

Late Work/Make-up Policy: The deadlines are 11:59pm on the due dates listed in the schedule. Late assignments will be docked 3 points each day unless accommodations apply.

Final grades are determined using this scale:

Grade	% Earned	Grade	% Earned
A	94 and above	C	73 – 76.9
A-	90 – 93.9	C-	70 – 72.9
B+	87 – 89.9	D+	67 – 69.9
B	83 – 86.9	D	63 – 66.9
B-	80 – 82.9	F	62.9 and below
C+	77 – 79.9		

These are firm cut-offs. I only round up if a grade is > .95% (e.g., 82.96% will be rounded up to an 83%, but an 82.94% would not be rounded up). Yes, this means that it is possible that 1 or 2 more points would mean the difference between an A or an A-, or a D or an F. So, don't let it come down to that! It is your responsibility to ensure your grade is where you want it to be at the end of the semester. This includes reaching out to your professor to discuss strategies for improving your mastery of the course material and ensuring your efforts translate into mastery.

COURSE SCHEDULE

<u>Class Meetings</u>	<u>Topic/Readings</u>	<u>Important Dates</u>
Jan. 8 th (M), 10 th (W)	<i>Intro to Cultural Psychology</i> Chapter 1	Due 1/12 (F): Intro Reflection & Topic Engagement Activity (TEA)
Jan. 12 th (F), 17 th (W), 19 th (F), 22 nd (M)	<i>Cultural Evolution</i> Chapter 3 & The Secret Life of Social Norms TED Talk & Miner (1956; on BB)	No Class 1/15 (M) – MLK Day Due 1/24 (W): CultEvol. Reflection & TEA
Jan. 24 th (W), 26 th (F), 29 th (M)	<i>Research Methods</i> Chapter 4	Due 1/24 (W): Plagiarism Assign. Due 1/31 (W): Methods Reflection & TEA
Jan 31 st (W), Feb. 2 nd (F), 5 th (M)	<i>Development & Socialization</i> Chapter 5 & Preschool in Three Cultures Video	Due 2/7 (W): Develop. Reflection & TEA
Feb. 7th (W)		EXAM #1
Feb. 9 th (F), 12 th (M), 14 th (W)	<i>Self & Personality</i> Chapter 6	Due 2/16 (F): Self Reflection & TEA

Feb. 16 th (F), 19 th (M), 21 st (W)	<i>Motivation</i> Chapter 8	Due 2/21 (W): Group Project Proposal/Contract Due 2/23 (F): Motiv. Reflection & TEA
Feb. 23 rd (F), 26 th (M), 28 th (W)	<i>Cognition & Perception</i> Chapter 9	Due 3/1 (F): Cog/Percept. Reflection & TEA
March 1 st (F), 11 th (M)	<i>Multiculturalism</i> Chapter 7	Due 3/13 (W): Multicult. Reflection & TEA
March 4 th (M), 6 th (W), 8 th (F)		No Class – Enjoy Spring Break!
March 13 th (W), 15 th (F), 18 th (M)	<i>Emotion</i> Chapter 10	Due 3/15 (F): EC Group Project Progress Report Due 3/20 (W): Emotion Reflection & TEA
March 20th (W)		EXAM #2
March 22 nd (F)	<i>APA Style Discussion</i> See Assign. Description for Online Content to Read	Due 3/22 (F): APA Style Assignment
March 25 th (M), 27 th (W), 29 th (F)	<i>Attraction & Close Relationships</i> Chapter 11	Due 4/1 (M): Relation. Reflection & TEA
April 1 st (M), 3 rd (W), 5 th (F)	<i>Morality & Religion</i> Chapter 12, pg. 460-480 <i>Culture and Justice</i> Chapter 15, pg. 582-592	Due 4/3 (W): Group Projects Due 4/8 (M): Morality/Justice Reflection & TEA
April 8 th (M), 10 th (W)	<i>Physical Health</i> Chapter 13	Due 4/12 (F): Physical Health Reflection & TEA
April 12 th (F), 15 th (M), 17 th (W)	<i>Mental Health</i> Chapter 14	Due 4/19 (F): EC Application Papers Due 4/19 (F): Mental Health Reflection & TEA
April 19 th (F)		No Class – Study Time for Finals
FINAL EXAM: These will occur in-person, in our usual classroom. Dates/times of final exams are decided by the University (not the professor). Section 1: Wednesday, April 24 th , 8:00am-9:50am Section 2: Wednesday, April 24 th , 12:00pm-1:50pm		

*This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced in class or on Blackboard.

COURSE POLICIES

*This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

Withdrawing from a Course: The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday, March 22nd at 5pm.

COVID-Related Policies: Please review the Lakers Together site for specific policies and procedures: <https://www.gvsu.edu/lakerstogether/>. Specifically, this guidance states that students in close

contact with someone with COVID-19 should mask in the classroom and monitor for symptoms. Students who test positive for COVID-19 should stay home/isolate and mask around others for at least 6 days, depending on symptoms and test results.

Attendance Policy: You are adults and get to choose how to live your life. I do not take attendance however attendance is strongly encouraged. If you miss class, please connect with your classmates to obtain class notes, and set up a meeting with your professor if you have questions about these notes.

Accommodations for Late Work/Make-Ups: All professors are required to monitor missed deadlines and determine standards and a process by which students can make up missed work. In this class, accommodations – extended/alternative deadlines, waiving late work point deductions – are available for the following “excused” reasons:

- 1) intercollegiate event (e.g., sports travel) or University-sponsored event (e.g., class field trip);
- 2) observance of religious holidays;
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) birth or adoption of child;
- 6) attendance at an academic and/or professional conference;
- 7) medical or professional appointments (e.g., job interviews, doctor’s appointment);
- 8) student medical conditions (e.g., COVID quarantine, hospitalization) that significantly limit ability to engage with the course material;
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) death of a loved one, funerals or memorial services

This list is not exhaustive. If you believe your reason/experience fits the general rationale behind “excused” (e.g., circumstances beyond your control despite your best efforts to take control), please reach out to discuss it! The following is a list of reasons that are unexcused and NOT eligible for accommodations:

- 1) vacation travel, this includes leaving campus early/arriving back late for long weekends
- 2) forgetting or mixing up deadlines
- 3) improperly submitting the assignment, or submitting an incomplete or inaccessible version
- 4) conflicts due to work schedules (although training appointments for work are considered excused)
- 5) conflicts due to childcare
- 6) incarceration

To **request an accommodation for TEAs/Reflections, assignments, and exams**, students must 1) contact the professor via email within 48 hours of the deadline to request accommodations. In that email, the student must 2) describe the circumstances behind the request, and 3) provide documentation of the excused absence. Personal details are not necessary, but some documented information is needed to show that the accommodation is based on an “excused” reason. If documentation is not available, then we’ll apply the late work policy or utilize the other forms of flexibility included in the course design (like dropping the lowest TEA/Reflection). In general, if you are unsure whether you are eligible for accommodations, just ask! Sometimes our struggles are not clear-cut. If you need help, please reach out and ask for it and I will do my best to help while also applying the same standards for everyone (to maintain fairness).

Classroom Conduct: We are all capable of conducting ourselves in a civil and respectful manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you cannot attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak. Also please be mindful of how your behavior may impact others, and limit distracting behavior (e.g., side conversations in class, eating, using your computer for things other than taking notes). Cell phones should be silenced and put away during class unless the class activities require cell phone use or there is an urgent matter that requires you to be available via phone (in which case, let your professor know!). Refrain from eating food during class. Let's maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues can result in grade deductions.

Statement on Academic Dishonesty: The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Students should also strive to avoid the *appearance* of dishonesty, behaviors like checking phone during exam that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course. Instances of academic dishonesty will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR); you can [learn more about this office and their investigation process here.](#)

COURSE RESOURCES

Blackboard Access: The course Blackboard (BB) website is essential to your success. It is the student's responsibility to visit BB regularly and stay up to date with the material posted in this forum. BB will be used in the following ways:

1) Grades: All grades will be posted in the BB Gradebook in a timely manner. For security reasons, I only discuss grades over email if the student initiates that conversation and uses their GVSU email account.

2) Course Materials and Assignments/Assessments: Our course materials are organized in separate folders for separate topics or assignments.

3) Announcements: All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.

Accommodations for Students with Disabilities: If you have special needs because of a learning, physical, or other disability, please contact your professor as well as Disability Support Resources (DSR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please connect with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your professor aware so that the university can develop a plan to assist you. You may also access resources at <http://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

The Knowledge Market: Though it offers several different resources, the Knowledge Market's Peer Research Consultants can meet with you one-on-one or in a small group to help you locate, read and understand, and write about research for your group project. Information about this service and making an appointment can be found at <https://www.gvsu.edu/library/km/library-research-center-11.htm>. The Psychology Library Subject Guide (<https://libguides.gvsu.edu/psych>) also contains links to all of the psychology databases and other specific resources for psychology students.

Psych Friends Peer-to-Peer Mentors: It's never too late to learn how to become a more successful student! Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!