

**PSY 355: Psychology and Culture – Winter 2020**  
**Wolfgang Friedlmeier**

**MAK B2116 (1)**  
**10:00-10:50**

**LMH 114 (2)**  
**1:00-1:50**

**Instructor**

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**Office hours:**

M 2 to 4 pm

W 12 to 1 pm

F 2 to 3 pm

**Textbook**

Gardiner, H. W. (2018, 6th ed.). *Lives across cultures. Cross-cultural human development*. Boston, MA: Allyn and Bacon.

**Further Readings**

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (Fifth Edition). Washington, D.C.: APA.

Friedlmeier, W. (Ed.). (2012). Online Readings in Psychology and Culture. <http://scholarworks.gvsu.edu/orpc/>

Friedlmeier, W., Chakkarath, P., & Schwarz, B. (Eds.). (2005). Culture and human development. The importance of cross-cultural research for social sciences. Hove, UK: Psychology Press.

Friedlmeier, W., Corapci, F., & Benga, O. (2014). Cultural perspective on emotional development in early childhood. In L. Jensen (Ed.), *Oxford handbook of culture and development* (pp. 127-148). New York, NY: Oxford University Press.

Holodynski, M. & Friedlmeier, W. (2006). *Development of emotions and emotion regulation*. New York: Springer.

Horace, M. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58, 503-507.

Markus, H. R. & Kitayama, S. (1991). Culture and self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

Mesquita, B. & Albert, D. (2008). The cultural regulation of emotions (pp. 486-503). In J. Gross (Ed.), *Handbook of emotion regulation* (pp. 486-503). New York: Guilford.

Valsiner, J. (2000). *Culture and human development*. Thousand Oaks, CA: Sage.

More readings will be announced in class. Most of the readings will be available on Electronic Course Reserve:

## Course Overview

The aim of this course is to acquaint students with basic topics of cross-cultural psychology. Upon completion of this course you should have an understanding of the concept of culture, the relevance of cultural context for psychological research and some insights into universal and culture-specific aspects of psychological phenomena. Beside the basic textbook specific cross-cultural studies will be discussed. The semester schedule and the specific readings will be announced in the first week of the semester.

## Objectives

Upon successful completion of this course students will be able to:

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

## Prerequisites

**PSY 101**

## General information

This course is subject to the GVSU policies (see <http://www.gvsu.edu/coursepolicies/>).

**Withdrawal.** The deadline for withdrawing from the class is **March 6, 5 pm**, through one of the Student Assistance Centers.

**Special needs.** If there is any student in this class who has special needs because of a learning, physical or other disability, please contact me or the Office of Academic Support (OAS) at 331-2490.

**Plagiarism.** “Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodical, speeches, or the writing of other students. The offering of materials assembled or collected by others in form of projects or collections without acknowledgement also is considered plagiarism. 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.” (GVSU, Undergraduate & Graduate Catalog 2004-2005, p. 91). **Plagiarism or cheating will result in an F for the course.**

## Exams

There will be a midterm and a final exam. The exam is comprised of essay and problem-based questions. The midterm exam will be on **Wednesday, February 19**. The final exam consists of open questions (Section 1: **Wednesday, April 20, from 10 to 11:50 am**; Section 2: **Wednesday, April 20, from 2 to 3:50 pm**).

If you do not participate in the exams, you have to bring a written confirmation by the head of the department or by a physician. If you do not bring any document, I can decide to give you another written exam (maximal 70% of the points) or to do an oral exam.

## Exercises

There will be several in class exercises and your active participation will be graded across these exercises. Some of these exercises will require some preparation outside of class.

## Assignments

You will be required to fulfill five assignments. Some assignments will be submitted through assignment manager, some others will be submitted as hard copy in class at the day of the deadline. The deadline of assignments will be announced in the semester schedule.

### **Assignment 1: Developmental niche** (40 points)

Interview a person and write an essay related to the concept of developmental niche.

### **Assignment 2: Reflecting Culture and Development in Media** (30 points)

You will be asked to reflect on a selected cultural movie.

### **Assignment 3: Presentation of a selected topic** (40 points)

### **Assignment 4: Research paper about the selected topic** (40 points)

Write a research paper about a cross-cultural topic related to the presented paper.

### **Assignment 5: Small research task (gender interview)** (20 points)

## Extra Credit

An Extra Credit Task will be offered during the semester. You get a maximum of 10 points.

## Grade Distribution

A	94 - 100%	A-	90 - 94.00%		
B+	87 - 90%	B	83 - 87%	B-	80 - 83%
C+	77 - 80%	C	73 - 77%	C-	70 - 73%
D+	64 - 70	D	60 - 64%	F	60% and lower

## Evaluation and Grading

Your final grade in this class will be based upon the following achievements. Changes of the assignments and grading may occur during the semester and be announced in time:

<b>Assignment 1: Developmental Niche</b>	<b>40 points</b>
<b>Assignment 2: Reflections upon cultural features in a film</b>	<b>30 points</b>
<b>Assignment 3: Presentation of a topic</b>	<b>40 points</b>
<b>Assignment 4: Research paper</b>	<b>50 points</b>
<b>Assignment 5: Short tasks</b>	<b>20 points</b>
<b>Midterm Exam</b>	<b>40 points</b>
<b>Final exam</b>	<b>40 points</b>
<b>Contribution to class discussions</b>	<b>20 points</b>
<b>Total</b>	<b>280 points</b>
<b>Extra credit</b>	<b>max. 10 points</b>



This course is part of GVSU's General Education Program.

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

The program is designed to increase your knowledge and skills in the following areas:

***Knowledge Goals***

1. The major areas of human investigation and accomplishment - the arts, the humanities, the mathematical sciences, the natural sciences, the social sciences, and writing.
2. An understanding of one's own culture and the cultures of others.

***Skills goals***

1. To engage in articulate expression through effective writing
2. To engage in articulate expression through effective speaking.
3. To think critically and creatively.
4. To locate, evaluate, and use information effectively.
5. To integrate different areas of knowledge and view ideas from multiple perspectives.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one "make a life" as well as "make a living." The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

*Grand Valley State University educates students to shape their lives, their professions, and their societies.*