

# PSY355 (Section 1) – Psychology and Culture Winter 2022

## BASIC INFORMATION

**Professor:** Kristy K. Dean, Ph.D

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

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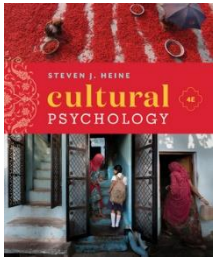
**Office hours:** Mondays, Wednesdays, Fridays, 12-1pm (first come, first served) in my office. Masks are required.

**Appointments:** We can also meet outside of office hours! These appointments can be in-person or online via Zoom. Please contact me to coordinate.

**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:** We meet Mondays, Wednesdays, Fridays from 11-11:50am in 2120 ASH.



**Textbook:** The textbook for this class is Cultural Psychology (4<sup>th</sup> 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 GVSU Bookstore offers two purchase options: a hardcover printed copy or an eBook. **Note #1:** You can purchase or rent the eBook (see publisher <https://digital.wwnorton.com/culturalpsych4>, starting at \$45,) or from other third-party sources. **Note #2:** Please contact your professor to discuss no/low-cost options for accessing our textbook. **Note #3:**

Additional readings will be posted on the course's Blackboard website and are noted in the 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:** Although this course is scheduled to meet in person, the COVID-19 pandemic has taught us that access to computers and related technology is integral to educational flexibility. Access to Blackboard Learning Management System is required for this course. Also, I strongly encourage you to seek out 1) regular access to a computer or tablet, and 2) a reliable, high-speed internet connection. A computer with a video camera and microphone is ideal for attending virtual appointments and if we need to transition online. If you do not have access to a computer or

reliable internet, please talk with your professor and/or review the resources available to you on Blackboard (see “Student Resources” folder). These resources include information about on-campus computer labs, Special Circumstances and Financial Hardship funds, etc.

**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.
- 2) Facilitate your efforts to learn the material. For example, assignment instructions and various supplemental resources are available on Blackboard, and your professor is available via email and during office hours/appointments.
- 3) 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 will be essential to a smooth semester!
- 4) 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
  - 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, quizzes, exams, etc.
  - 4) Answer questions on the study guide in depth
  - 5) Engage in study strategies that test your amount and depth of knowledge on the material

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:

<b>COURSE ACTIVITY</b>		<b>POINT VALUE</b>
Exam #1 and #2	2 x 40 points each	80 points
Final Exam		60 points
Engagement Activities	14 x 3 points each	42 points
Topic Reflections	14 x 2 points each	28 points
Plagiarism Assignment		10 points
APA Style Assign.		10 points
Group Assignment Proposal		20 points
Group Assignment Progress Report		15 points
Group Assignment Paper		50 points
Extra Credit	2 x 6 points each	12 points

\*These course activities are subject to change. Total of 315 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-black and short answer questions. Study guides will be posted a week before exams on BB. Policies and procedures for making up missed exams are described below (see Accommodations for Late Work/Make-Ups policy).

**Engagement Activities:** To encourage active engagement throughout the semester, students will complete engagement activities (EAs) that assess understanding and use of content covered in class sessions. EAs will be introduced in class and posted on the BB Discussion forum, which is where students will submit their work. Deadlines are listed in the Schedule. EAs will be worth 3 points. Late EAs will be accepted up to two day late, and docked 1 point each day unless accommodations apply.

**Topic Reflections:** To encourage active reflection and application of the course material, students will write and post topic reflections of their learning on the BB Discussion forum. Reflections should include 1) a thoughtful summary of the student's understanding of one specific concept from this week, and 2) a thoughtful description of how this concept manifests in everyday life. Reflections are worth up to 2 points. Late reflections will be accepted one day late, and will be docked 1 point each day unless accommodations apply.

**Plagiarism Assignment:** To prepare for our future research paper, this Plagiarism Assignment assesses students' ability to identify and prevent plagiarism. Instructions are provided in a separate document on Blackboard. This assignment is graded on a pass/fail basis. Late assignments will be accepted up to four days late and will be docked 2 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. This assignment is worth up to 10 points. Late assignments will be accepted up to four days late and will be docked 2 points each day unless accommodations apply.

**Comparing Cultures Group Project Proposal, Progress Report, 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. A mid-project progress report assesses groups' degree of success in implementing their plan and addressing any obstacles or questions. 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 evaluations will contribute to the student's overall grade for this assignment. Additional documents on Blackboard provide thorough instructions for completing the assignment. The proposal, progress report, and final paper will be accepted up to five days late and will be docked 10% each day unless accommodations apply.

**Extra Credit Opportunities:** These assignments involve applying 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. A separate document provides instructions for completing the extra credit assignment. Up to 12 points can be earned (6 points per assignment). Late assignments will be accepted up to two days late and will be docked 2 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. 10 <sup>th</sup> (M), 12 <sup>th</sup> (W)	Intro to Cultural Psychology Chapter 1	<b>Due 1/14 (F):</b> Intro Reflection and Engagement Activity (EA)
Jan. 14 <sup>th</sup> (F), 19 <sup>th</sup> (W), 21 <sup>st</sup> (F), 24 <sup>th</sup> (M)	Cultural Evolution Chapter 3	<b>No Class 1/17 for MLK Day</b> <b>Due 1/26 (W):</b> Cult. Evol. Reflection and EA
Jan 26 <sup>th</sup> (W), 28 <sup>th</sup> (F), 31 <sup>st</sup> (M)	Research Methods Chapter 4	<b>Due 1/26 (W):</b> Plagiarism Assign. <b>Due 2/2 (W):</b> Methods Reflection and EA
Feb. 2 <sup>nd</sup> (W), 4 <sup>th</sup> (F), 7 <sup>th</sup> (M)	Development & Socialization Chapter 5	<b>Due 2/9 (W):</b> Develop. Reflection and EA
<b>Feb. 9<sup>th</sup> (W)</b>		<b>EXAM #1</b>
Feb. 11 <sup>th</sup> (F), 14 <sup>th</sup> (M), 16 <sup>th</sup> (W)	Self & Personality Chapter 6	<b>Due 2/18 (F):</b> Self Reflection and EA
Feb. 18 <sup>th</sup> (F), 21 <sup>st</sup> (M), 23 <sup>rd</sup> (W)	Motivation Chapter 8	<b>Due 2/25 (F):</b> Motiv. Reflection and EA
Feb. 25 <sup>th</sup> (F), 28 <sup>th</sup> (M), March 2 <sup>nd</sup> (W)	Cognition & Perception Chapter 9	<b>Due 2/25 (F):</b> Group Project Proposal/Contract <b>Due 3/4 (F):</b> Cog/Percept. Reflection and EA
March 4 <sup>th</sup> (F), 14 <sup>th</sup> (M)	Multiculturalism Chapter 7	<b>Due 3/16 (W):</b> Multicult. Reflection and EA
March 7 <sup>th</sup> (M), 9 <sup>th</sup> (W), 11 <sup>th</sup> (F)		<b>No Class – Enjoy Spring Break!</b>
March 16 <sup>th</sup> (W), 18 <sup>th</sup> (F), 21 <sup>st</sup> (M)	Emotion Chapter 10	<b>Due 3/23 (W):</b> Emotion Reflection and EA
<b>March 23<sup>rd</sup> (W)</b>		<b>EXAM #2</b>
March 25 <sup>th</sup> (F), 28 <sup>th</sup> (M), 30 <sup>th</sup> (W)	Attraction & Close Relationships Chapter 11	<b>Due 3/25 (F):</b> Group Project Progress Report <b>Due 4/1 (F):</b> Relation. Reflection and EA
April 1 <sup>st</sup> (F)	APA Style Discussion	<b>Due 4/1 (F):</b> APA Style Assignment
April 4 <sup>th</sup> (M), 6 <sup>th</sup> (W), 8 <sup>th</sup> (F)	Morality & Religion Chapter 12, pg. 460-480 Culture and Justice Chapter 15, pg. 582-595	<b>Due 4/10 (M):</b> Morality/Justice Reflection and EA

April 11 <sup>th</sup> (M), 13 <sup>th</sup> (W)	Physical Health Chapter 13	<b>Due 4/13 (W):</b> Group Projects <b>Due 4/15 (F):</b> Physical Health Reflection and EA
April 15 <sup>th</sup> (F), 18 <sup>th</sup> (M), 20 <sup>th</sup> (W)	Mental Health Chapter 14	<b>Due 4/18 (M):</b> Extra Credit <b>Due 4/22 (F):</b> Mental Health Reflection and EA <b>No Class 4/22 – Study Day for Finals</b>
<b>FINAL EXAM:</b> April 27 <sup>th</sup> (W) from 10am-11:50am		

\*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 11<sup>th</sup> at 5pm.

**Mask Policy:** Face coverings, such as masks, are required to be worn in the classroom at all times under all Alert Levels except 0. Students who forget their face coverings may get a disposable mask at a campus office. The evidence is clear that face coverings are a crucial part of keeping COVID-19 at bay and support the university’s commitment to providing all members of its community with an inclusive living/learning environment with equitable opportunities for success. [GVSU's policy on face coverings](#) is posted on the Lakers Together web site. Students unable to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their situation.

**Attendance Policy:** Attendance is not required at class sessions, but strongly encouraged. If you miss class, you are strongly encouraged to connect with your classmates to obtain notes and reach out to your professor if you have any questions about these notes.

**Accommodations for Late Work/Make-Ups:** Although attendance at class sessions is not required, your professor is required to monitor missed deadlines and determine standards and a process by which students can make-up missed work. Importantly, if a student misses a deadline and they are seeking an accommodation (i.e., permission to turn it in late), they must **contact the professor via email within 48 hours of the deadline with an explanation**. From there, **the professor will grant accommodations based upon 1) the nature of the cause for the missed deadline, and 2) the extent to which the student’s ability to complete the assignment was impaired**.

Specifically, the reason for the missed deadline is key. The University makes a distinction between “excused” and “unexcused” absences, and although we aren’t keeping track of absences, this language is useful for characterizing the types of missed deadlines – we can miss deadlines for “excused” reasons (due to something unexpected or beyond our control, despite our best efforts) or “unexcused” reasons. Consistent with University policy, missed deadlines are excused and eligible for accommodations for the following reasons:

- 1) active participation in an intercollegiate event;

- 2) observance of religious holidays,
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) student medical conditions that limit time or ability to engage with the course material;
- 6) birth or adoption of child;
- 7) attendance at an academic and/or professional conference;
- 8) medical or professional appointments (e.g., job interviews);
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) funerals or memorial services; and
- 11) previously scheduled family celebrations (e.g., weddings, etc.).

As you might guess, unexcused reasons are things like forgetting or mixing up deadlines, failure to upload the assignment on BB, leaving campus early for the weekend, etc. Ideally, documentation should be provided and is easily available for most of the reasons listed above. Realistically, in some cases – for low-stakes assignments, for issues that are difficult to document – we can discuss whether documentation is required vs. encouraged. In general, if you are unsure whether you are eligible for an accommodation, just ask! College and academic life continues to be strange and challenging, and we all know that the pandemic can have both physical AND psychological impacts on a person. Please reach out if you are struggling.

**Blackboard Access:** The course Blackboard (BB) website is essential. It is the student’s responsibility to visit BB regularly and stay current of the material posted. 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) Assignments:** Assignment descriptions will be posted in corresponding folders in the Assignments section of BB. These folders will also have a place to upload completed assignments (as Word or PDF documents).
- 3) Announcements:** All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.
- 4) Discussion Board:** Separate BB Discussion threads will be used to post topic reflections and engagement activities (for ease of grading and turning in these assignments).

**Classroom Conduct:** We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). 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 during class unless otherwise noted or there is an urgent matter (in which case, let your professor know!). Let’s maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues may result in grade deductions.

**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.

**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 of course study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking phone during an 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.

**Library Resources:** The library has Peer Research Consultants that can work with you one-on-one or in a small group to assist you with research. Information about Peer Research Consultants can be found on the library homepage (also linked on BB). Also, the Psychology Library Subject Guide (<https://libguides.gvsu.edu/psych>, also on BB) contains links to all of the psychology databases and other specific resources for psychology students.